

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

**Mount Pleasant Primary School
Ruskin Avenue
Rogerstone
Newport
NP10 0AB**

School Number: 6802258

Date of Inspection: 29 – 31 January 2007

by

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5539**

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

The inspection of Mount Pleasant Primary School took place between 29/01/07 and 31/01/07. An independent team of inspectors, led by Glyn Gaskill, 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.

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Mount Pleasant Primary School is a community school situated in the community of Rogerstone. The school provides for boys and girls from the age of four to eleven. The number of pupils on roll is 258. The overall socio-economic background is described as above average. Two per cent of pupils are entitled to free school meals. This is well below the all-Wales average of 20 per cent and the local education authority average of 25 per cent. Children enter the reception class in the September after their fourth birthday.
2. The attainment of children on entry to the reception class is above average. Some 12 per cent of pupils have special educational needs including four pupils, each with a statement of special educational needs. The home language of nearly all pupils is English. No pupils have Welsh as a mother tongue. A very small number of pupils have support in their use of English as an additional language.
3. The school was last inspected in February 2001. In the years following the last inspection, the school went through an unsettled period involving several headships. The present head teacher has been in post since September 2006.

The school's priorities and targets

4. The school aims to provide a high quality education within a framework of a good quality of life recognising that there is 'something to celebrate in every child'.
5. The school has received the *Basic Skills Award* on three occasions, has been awarded *Healthy Schools* grading and is working towards becoming an *Eco School*.
6. Priorities for improvement include the continuation of:
 - making challenging provision for more able pupils;
 - promoting consistently high standards in teaching and learning;
 - improving aspects of accommodation;
 - refining procedures for recording and making effective use of assessment.

Summary

7. This is a school with many positive features. An exceptionally clear and shared purpose for its continued development now exists following a long and unsettled period of time. The head teacher provides outstanding leadership. Pupils' achievement is good in virtually all areas of their development. There are outstanding aspects to the care the school provides for pupils. Overall, good progress has been made since the last inspection. The inspection team agreed with all but one of the school's self-evaluation judgements.

Table of grades awarded

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

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?	2
7 How efficient are leaders and managers in using resources?	2

Standards

9. Pupils' standards of achievement in the lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	76%	18%	0%	0%

10. Pupil's overall standards of achievement in these lessons compares most favourably with the 2007 targets set out in "The Learning Country 1" which states: "*Standards of achievement are at least satisfactory in 98 per cent of classes we inspect*" (i.e. Estyn grade 3) and "*Standards of achievement are good or very good in 65 per cent of classes we inspect*" (i.e. Estyn grade 1 and 2).

11. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	key stage 1	key stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
13. Overall, pupils of all ages and backgrounds make good progress in their learning. The under-fives and pupils in key stage 1 and key stage 2 achieve good standards in the key skills of speaking, listening, reading, writing and numeracy.
14. Pupils' use of information and communications technology to promote learning in other subjects is good. All pupils have well developed information technology skills but these are underused in the reception class.
15. Standards in problem solving are generally good but they are underdeveloped for science in key stage 2. Across the school, pupils' creativity is good. Pupils' bilingual competence in the use of English and Welsh is also good. Across the school, pupils have a good understanding of the culture and history of Wales.
16. When pupils start in reception their attainment is above average. They make better than expected progress as they move through the school.
17. At the end of key stage 1, in 2006, pupils' overall attainment in the National Curriculum assessments was very high in all comparisons, with all pupils gaining level 2 and above in all the core subjects of English, mathematics and science. Pupils performance at the higher level 3 is about twice that of the national average in these subjects. Overall, results have improved over the last three years.
18. At the end of key stage 2, in 2006, pupils' attainment in the National Curriculum assessments for English and mathematics at the expected level 4 and above was high in comparison with all schools, both locally and nationally. Results in science, at level 4 and above, were very high. In comparison with schools in Wales with a similar free school meals entitlement, results at level 4 and above in English and mathematics were well above average and in science were very high. At the higher level 5, results in English and mathematics were about twice the national average with science being half as much again as the national average. The school met the statutory targets agreed with the local education authority. Over recent years, there has been a

steady increase in the number of pupils gaining level 4 and above in all the core subjects.

19. In the National Curriculum assessments for science at the end of key stage 2, the very high comparative results at level 4 and above are not reflected in the standards observed during the inspection. In years 5 and 6, pupils understanding and application of their often excellent scientific knowledge to their practical and investigative work is not what it could be. The school has been using paper based tests for its statutory National Curriculum assessments. These tests do not sufficiently examine pupils' practical experimental and investigative skills. This explains the difference in test outcomes and inspection judgements.
20. There is no significant trend in the performance of boys and girls or of pupils from different ethnic groups and none was seen during the inspection. Pupils with special educational needs make good progress. Overall, higher-attaining pupils are being suitably catered for. Pupils who are learning English as an additional language are well supported from an early age and make good progress in their use of English.
21. Pupils have a good understanding of how well they are doing and what they need to do to improve in the core subjects. They have very positive attitudes to all aspects of their work.
22. Pupils' behaviour is very good and pupils are polite and courteous to each other and adults. Bullying is not seen as an issue by both parents and pupils.
23. Pupils make good progress in their spiritual, moral, social and cultural development.
24. From the early years onwards, pupils are well prepared for their effective participation in the workplace and the community.
25. Pupils have a good awareness of equal opportunity issues because they know all individuals are valued and encouraged to play a full part in school life.
26. Attendance and punctuality have good features, which outweigh some shortcomings. Attendance figures are similar to the average for all schools in Wales, better than the local education authority average but below average in comparison with schools having similar free school meals entitlement.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	67%	26%	2%	0%

28. The overall quality of teaching across the school compares reasonably well with the findings of the 2004-2005 Annual Report of Her Majesty's Chief

Inspector of Education and Training which states: *In primary schools, teaching is good with no important shortcomings in 79 per cent of lessons, of which 18 per cent of lessons have outstanding features.*

29. Throughout the school there is a strong partnership between teachers and learning support assistants and this contributes significantly to pupils' progress. Volunteer helpers make a positive contribution to pupils' learning.
30. Teachers' planning for lessons is very thorough and takes due account of key skills. There are frequent examples of teachers using precise and achievable learning objectives to effectively stimulate pupils' progress but this use is not consistent in all classes. All the sampled pupils' work is regularly marked with encouraging comments given. There are instances of the excellent use of marking to effectively promote learning.
31. Teachers successfully challenge pupils to think and contribute to lessons through clear explanations and skilful questioning. The vast majority of lessons proceed at a good pace, maintaining pupils' interest well. Overall, good use is made of information technology.
32. In all classes there are well established and effective systems for assessing and promoting the progress of all pupils. A particular strength of the assessment system is that comparisons are made against national data and makes sure that pupils are making, at least, expected progress. The school is refining its assessment system to further promote learning and reduce teachers' administration time.
33. Parents are well informed about their children's progress.
34. The school provides pupils with a broad and balanced curriculum, which meets statutory requirements and is equally accessible to all.
35. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
36. Subject policies and schemes of work are thorough and well organised. Due attention is paid to the coverage of key skills. The curriculum is effectively enriched through educational visits and visitors to the school. A wide range of after-school clubs is offered throughout the week but attendance at these clubs is variable.
37. The school effectively promotes pupils' personal development, including health education, and their social, moral, spiritual and cultural and social education. Acts of collective worship fully meet statutory requirements.
38. Good opportunities are provided for pupils to develop their bilingual skills in a range of school activities and there is good provision to promote the history, traditions and heritage of Wales.

39. Parents are very supportive and there is a very good relationship between them and the school.
40. The school's work-related education is an outstanding feature of the school and has a very positive influence on teaching and learning. The development of pupils' entrepreneurial skills is promoted well through various activities. There is a well established and effective school council.
41. The school takes good account of national priorities through its promotion of healthy living, community involvement, environmental awareness, sustainable development, world and local citizenship, bilingualism and preparing pupils for lifelong learning.
42. Overall, the way in which pupils are cared for, guided and supported is good with no important shortcomings. Aspects of care are outstanding. The school consistently uses an extensive range of strategies to promote better attendance. Provision for pupils with special educational needs has good features with no important shortcomings. There is a strong ethos to include all pupils in everything the school offers.

Leadership and management

43. The school community works together very well for the common purpose of providing the best for pupils. This is after a period of unsettled leadership and lack of sustained, shared direction. The outstanding leadership of the head teacher has been instrumental in providing very effective pathways to known and clear goals. The deputy head teacher makes a significant contribution to the management of the school.
44. All staff have a clear understanding of their roles and responsibilities. In particular, the senior leadership team and subject leaders are well organised in their work. Arrangements for continuing professional development successfully meet both the individual needs of staff and the priorities for whole school improvement.
45. The governing body is well organised, fully committed to the continuing development of the school and meets its statutory duties well. Governors are well informed through relevant reports and evaluate progress against development targets thoroughly.
46. The overall process for the school's self-evaluation and improvement planning is good. The procedures for gathering the views of all interested parties is outstanding. The school improvement plan is clearly laid out and covers all aspects for development with the exception of a quantitative aspect to gauge success.
47. The quality of the school's self-evaluation report produced for the inspection is honest in identifying strengths and areas for development. In all but one key question, the grades given by the school match those of the inspection team.

48. Staffing levels, accommodation and learning resources are good and are well managed. The school has a sufficient number of suitably qualified teachers and learning support assistants who are effectively deployed. All administrative, supervisory and cleaning staff make valuable contributions to school life. Daily administration is smooth and efficient. All teaching staff have appropriate time during the school week for planning, preparation and assessment and this is used effectively.
49. Overall, the school has sufficient resources to teach the planned curriculum. Resources for learning in art and physical education are good but there are shortcomings for the under-fives. The interactive white boards for each classroom are having a positive effect on teaching and learning.
50. Accommodation is good, overall. However, the demountable buildings used for year 5 and year 6 are unsatisfactory and the outdoor learning area for the under-fives is limited.
51. Finances are managed well. The parent teacher association makes significant contributions to funding. The school has made good progress since the last inspection and gives good value for money.

Recommendations

In order to further improve the school needs to:

- R1 Raise standards in science at key stage 2.
- R2 *Continue to develop and refine existing systems for assessing and promoting the progress of individual pupils across the curriculum.
- R3 *Further improve the learning environment and resources for children under the age of five
- R4 *Work with the local education authority to improve the accommodation for classes currently in demountable buildings.
- R5 #Continue to work towards improving the attendance of pupils.

* The school has identified these areas in its planning for improvement.

The report recognises that the school is using many strategies to improve attendance.

A number of health and safety issues were brought to the attention of the governors.

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

52. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
53. Pupils' standards of achievement in the lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	76%	18%	0%	0%

54. Pupil's overall standards of achievement in these lessons compares most favourably with the 2007 targets set out in "The Learning Country 1" which states: "*Standards of achievement are at least satisfactory in 98 per cent of classes we inspect*" (i.e. Estyn grade 3) and "*Standards of achievement are good or very good in 65 per cent of classes we inspect*" (i.e. Estyn grade 1 and 2).
55. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
56. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	key stage 1	key stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

57. Overall, pupils of all ages and backgrounds make good progress in their learning. They regularly meet and often exceed their realistic, agreed learning goals. Throughout the school, the under-fives and pupils in key stage 1 and key stage 2 achieve good standards in the key skills of speaking, listening, reading, writing and numeracy.
58. Pupils state their views confidently and respond rapidly to instructions from members of staff. From year 1 onwards, pupils are very competent in finding relevant information from reference books and, impressively for older pupils, on the Internet. However, there is a lack understanding of how non-fiction books are organised in the library.

59. Pupils produce good quality written work in a range of contexts. For example, year 2 pupils use good descriptions of different sounds in their science and year 6 report fully on their experiences during a residential visit. Numeracy skills are used well through out the school ranging from reception children counting for several purposes to year 6 correctly interpreting line graphs in their study of pulse rates.
60. Pupils' use of information and communications technology to promote learning in other subjects is good. There are several excellent examples of videos and mutli-media presentations made by the older pupils in key stage 2, which effectively enhance their studies in history and geography. All pupils have well developed information technology skills but these are underused in reception. The use of large interactive white boards [also known as smart boards] in all classes makes a positive contribution to pupils' learning across the curriculum.
61. Standards in problem solving are generally good but they are underdeveloped for science in key stage 2. Children in reception work out ways to put bricks together to make a strong structure. In mathematics, pupils skilfully apply their previously learned knowledge in new situations. For example, older key stage 2 pupils make use of formulae to predict trends.
62. Across the school, pupils creativity is developed well. Pupils have the confidence to use their own ideas and skills to produce novel outcomes. This is particularly strong in physical education where, across the school, many features of shape and travel are applied imaginatively in dance.
63. Considering that no pupils come from a home background where Welsh is spoken and the language of the community is almost exclusive English, pupils' bilingual competence in the use of English and Welsh is good. Across the school, pupils have a good understanding of the culture and history of Wales.
64. When pupils start in reception their attainment is above average. Comparative data, using national statistics, shows that they make better than expected progress as they move through the school.
65. At the end of key stage 1, in 2006, pupils' overall attainment in the National Curriculum assessments was very high in all comparisons, with all pupils gaining level 2 and above in all the core subjects of English, mathematics and science. Pupils' performance at the higher level 3 is about twice that of the national average in these subjects. Overall, results have improved over the last three years.
66. At the end of key stage 2, in 2006, pupils' attainment in the National Curriculum assessments for English and mathematics at the expected level 4 and above was high in comparison with all schools, both locally and nationally. Results in science, at level 4 and above, were very high. In comparison with schools in Wales with a similar free school meals entitlement, results at level 4 and above in English and mathematics were well above average and in science were very high. At the higher level 5, results in English and mathematics were about twice the national average with science being half as

much again as the national average. The school met the statutory targets agreed with the local education authority. Over recent years, there has been a steady increase in the number of pupils gaining level 4 and above in all the core subjects [this measure is known as the core subject indicator].

67. In the National Curriculum assessments for science at the end of key stage 2, the very high comparative results at level 4 and above are not reflected in the standards observed during the inspection. In years 5 and 6, pupils' understanding and application of their, often excellent, scientific knowledge to their practical and investigative work is not what it could be. The school has been using paper-based tests for its statutory National Curriculum assessments. These tests do not sufficiently examine pupils' practical experimental and investigative skills. This explains the difference in test outcomes and inspection judgements.
68. In all the National Curriculum assessments, there is no significant trend in the performance of boys and girls or of pupils from different ethnic groups and none was seen during the inspection. Pupils with special educational needs make good progress towards the realistic targets set for them. Overall, higher-attaining pupils are being suitably catered for and these pupils appreciate the challenges set for them. Pupils who use English as an additional language are well supported from an early age and make good progress in their use of English.
69. Pupils have a good understanding of how well they are doing and what they need to do to improve in the core subjects. This ranges from year 2 pupils self-evaluating their progress in 'finger spacing' words to year 6 pupils being aware of what they need to do to improve their graph work. They make good use of their individual target cards and also printed sheets, which describe increasing levels of challenge. The language used on these cards and sheets is suited to their reading ability. They have very positive attitudes to all aspects of their work, for example, regularly maintaining their 'learning diaries' with relevant comments from year 1 onwards. Taken together, these aspects set a good grounding for pupils' lifelong learning.
70. Pupils have a clear understanding of what is expected of them. They work and play well together with older pupils supporting younger ones. Behaviour is very good and pupils are polite and courteous to each other and adults. Bullying is not seen as an issue by both parents and pupils. Parents and pupils are confident that should issues of bullying be made known to the school they would be effectively dealt with. One boy was temporarily excluded for a short period in the year prior to inspection.
71. Pupils make good progress in their spiritual, social and wider development. Relationships are very good enabling pupils to express and explore their views openly. There is a mutual respect between adults and pupils and between pupils themselves. This helps create a happy, caring and supportive learning environment. Pupils develop positive attitudes to local and world citizenship through successful initiatives such as the school council, peer mediators and fundraising for local and international charities. They apply themselves

diligently to their tasks and are patient and wait their turn in lessons and at lunchtimes.

72. From the early years onwards, pupils are well prepared for their effective participation in the workplace and the community. Pupils enjoy learning about the world of work through visits to various workplaces and listening to visitors who come to school to talk about their work. Pupils are involved in community projects such as the restoration of the nearby canal.
73. Pupils have a good awareness of equal opportunity issues because they each individual is valued and encouraged to play a full part in school life. They have a secure knowledge and respect for the diversity of other peoples' beliefs, attitudes and cultural traditions within society. School assemblies, visits and visitors to the school play an important part in this process.
74. Attendance and punctuality have good features that outweigh some shortcomings. The whole school attendance rate of 93.5 per cent for the three terms preceding the inspection is similar to the average for all primary schools in Wales and better than the local education authority average. In comparison with schools having similar free school meals entitlement, the school's attendance is below average. There is no unauthorised absence. Holidays taken in term time contribute significantly to absence. Parents are discouraged from taking holidays during term time. With a few exceptions, pupils arrive at school on time. The names of latecomers are recorded and appropriate action taken where needed. Throughout the day, lessons begin on time. The school complies with the Welsh Assembly Government's guidance on pupil support and social inclusion.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

75. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	67%	26%	2%	0%

77. The overall quality of teaching across the school compares reasonably well with the findings of the 2004-2005 Annual Report of Her Majesty's Chief Inspector of Education and Training which states: *In primary schools, teaching is good with no important shortcomings in 79 per cent of lessons, of which 18 per cent of lessons have outstanding features.*

78. Throughout the school there is a strong and productive partnership between teachers and learning support assistants. This results in good relationships at all levels and contributes significantly to pupils' progress. Teachers' planning for lessons, and organisation of the files in which they are kept, is very thorough and follows the same format throughout the school. This leads to good communication with learning support assistants who work flexibly within clearly defined roles. This is shown to very good effect, where learning support assistants skilfully use quantified criteria to support pupils with special educational needs. Volunteer helpers make a positive contribution to pupils' learning.

79. There are frequent examples of teachers sharing precise and achievable learning objectives with pupils at the start of a lesson. In the best and outstanding practice, these objectives are referred to during the lesson, to remind pupils of the main purpose of the lesson, and finally discussed with the pupils at the end of the lesson to see if the objectives have been achieved. This effectively promotes pupils' learning and self-assessment skills. At times, these learning objectives are too broad and the pace of pupils' learning slows down.

80. By the use of suitable descriptions of National Curriculum levels of attainment, teachers ensure that pupils have a good understanding of how well they are doing and what they need to do to improve. This is particularly the case in mathematics but less so in English and science.

81. All the seen pupils' work is regularly marked with encouraging comments given. There are instances of the excellent use of marking. Here the teacher indicates what the pupil needs to specifically improve upon, the pupil carries

out the brief but crucial corrective task and finally the teacher comments on the pupils' additional work. The use of learning objectives as a focus for marking is variable.

82. Teachers' organisation of learning resources and use of teaching methods to capture pupils' attention is, more often than not, good and on occasions outstanding. There are many instances where very effective use is made of the interactive white boards [also known as smart boards] to explain and involve pupils fully in their learning. At times, these white boards are underused because of either technical problems or a lack of teacher confidence. Very good use is made of digital cameras and the interactive white boards to record and show pupils' performance and achievements. This enables pupils to take a pride in their work and also identify areas for improvement.
83. Teachers successfully challenge pupils to think and contribute to lessons through clear explanations and skilful questioning. In the vast majority of cases this is carried out at a stimulating pace. There are isolated instances of over-long introductions to lessons which put an undue strain on pupils' attention span. All teachers pay due attention to the promotion of bilingual competence, with regular incidental use of Welsh in all classes.
84. From reception onwards, the school makes good use of well established formal procedures for assessing pupils, starting shortly after their entry into reception. On going assessment for numeracy and literacy takes place during the reception year with formal testing at the end. From year 1 onwards, there are thorough assessment systems for all the core subjects of English, mathematics and science. The assessment systems for science do not give sufficient emphasis to investigative work. There is regular and frequent formal testing in all these subjects for all pupils. The assessment of non-core subjects is left to the discretion of individual teachers.
85. All the formal assessment procedures, from reception onwards, are linked to national data. By this means, the school has an indication of not only how well pupils are doing but also pupils' future attainment if they make similar progress to national picture. The school makes good use of this assessment information to check on the progress of individuals and ensure they are making at least the expected progress.
86. The procedures for assessment have been in place for a few years when standards in the National Curriculum assessments have risen steadily. Groups of pupils have been identified for several successful initiatives, which help them catch up in areas where they are finding difficulty. Since the appointment of the current head teacher, the organisation and management of assessment has been rationalised and improved. This has produced a positive effect on pupils' self-knowledge of how well they are doing in the core subjects and what they need to do to improve, particularly in mathematics. This is a very positive improvement since the last inspection. A register of highly able pupils has been set up and this is having an impact on the provision for these pupils. The increasing use of information and

communications technology for the management of assessment procedures is starting to reduce teachers' administration time. Assessment procedures are used in teachers' planning but tend to be little over-wordy.

87. Parents find the annual report on their children's progress is informative but rather impersonal as they are produced using a computer program. Guidance in the reports on the next steps for improvement is not always precise but this aspect is dealt with well in pupils' learning diaries. Each term, parents have the opportunity to attend formal meetings with staff to discuss their children's progress. Parents feel that staff effectively deal with any issues they raise at these meetings and on other occasions, should the need arise. The school meets the statutory requirements for assessment, reporting and recording.

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

88. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
89. The school provides pupils with a broad, balanced, well planned curriculum that meets the needs and aspirations of all pupils including those with special educational needs. The curriculum meets statutory requirements, is equally accessible to all and is planned coherently and progressively. Consequently, pupils extend their knowledge and skills as they move through the school.
90. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
91. Subject policies and schemes of work are thorough and well organised. Due regard is given to giving sufficient time to core and foundation subjects. Planning for teaching takes in the comprehensive coverage of key and basic skills. This aspect is currently being improved to include progression in the skills following draft Welsh Assembly Government's guidelines.
92. The varied programme of visits and visitors to the school significantly broaden, extend and enrich pupils' curricular experiences. They effectively bring relevance and interest to learning and to positively promote links with the local community. A wide range of after-school clubs is offered throughout the week with full and appropriate access to pupils. However the attendance at these clubs is variable. For a few years, the school has benefited from its involvement in Dragon Sports and the Physical Education and School Sport schemes. This has enhanced provision, ranging from the provision of specialist coaching to taking part in a golf tournament.
93. Provision for personal and social education is good. It is not taught as a discreet subject but permeates throughout the curriculum and the ethos of the

school. The positive relationships between the pupils and the adults who work in the school are a testament to the success of this aspect of the curriculum. Pupils' personal qualities, such as kindness, truthfulness and forgiveness are well developed through circle time and assemblies. Acts of collective worship are meaningful and reverent occasions, involving praise, prayer, the effective promotion of spiritual values and understanding of moral and social issues. They fully meet statutory requirements.

94. Good opportunities are provided for pupils to develop their bilingual skills in a range of school activities. Members of staff ensure that Welsh is used during assemblies, registration and generally throughout the school day. These situations often involve pupils in listening and responding to instructions. Prominence is given to bilingual signs in and around school. There is good provision to promote *Y Cwricwlwm Cymreig* through the history, traditions and heritage of Wales. Awareness of other cultures is well promoted. The Athrawes Bro has had a positive influence on the confidence of non-Welsh speaking staff, which is nearly all of them, to make use of the language.
95. Parents are very supportive and there is a very good relationship between them and the school. There is a strong and committed parent-teacher association, which meets regularly to plan very successful fundraising activities for the school. Parents expressed a high level of satisfaction regarding the quality of education provided by the school through the questionnaires and the parents' meeting. Parents are welcomed into the school and are encouraged to become part of its life and work.
96. Since the appointment of the new head teacher, the school has formally sought the views of parents and produced an action plan to bring about improvement where concerns have been expressed. These aspects are discussed with the head teacher at forums to which all parents are invited. Outcomes from these meetings and progress made against the action plan are circulated through the weekly newsletter. These arrangements are an outstanding feature.
97. The school's work-related education is an outstanding feature of the school. The school has forged meaningful links with a range of local organisations, governmental and conservation groups. Visits and visitors resulting from these links effectively raise pupils' standards of attainment and develop their understanding of the world of work. Several teachers have benefited from the opportunities provided by organisations such as Careers Wales to support their training and development. Through temporary secondments with outside organisations, teachers have had experience of different workplaces. This has had an effective impact on teaching and learning.
98. A strong feature of the school is its effective commitment for all pupils to have equal access to all the school has to offer, regardless of their background or circumstance. Pupils confirm that whatever the occasion, be it involvement in sports, clubs, or visits, all are encouraged and welcome to take part. Parents also confirm the school is effective in promoting equality of access.

99. Provision to increase pupils' awareness of sustainable development and global citizenship is good. The school has drawn up a well considered policy to effectively promote these areas. For example, conservation issues are reinforced through initiatives such as waste reduction and recycling. The concept of global citizenship is effectively promoted through involvement in supporting international charities and aspects of geography and religious education.
100. The development of pupils' entrepreneurial skills is promoted well through various activities. In their role-play, reception children make considered decisions. Older children, through the Welsh Assembly Government's Dynamo Project, are developing their business skills. Pupils successfully organise fund raising events in support of worthy causes.
101. The school is effective in laying the foundations for lifelong learning and community regeneration. It successfully encourages pupils to be responsible for their own learning and actions and to be sympathetic and respect the needs of others. Pupils' active involvement in class and school councils gives them a very good insight into effective resolution of common, community matters. The school is involved in the restoration of the nearby canal.

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

Grade 2: Good features and no important shortcomings

102. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
103. Pupils feel safe and well supported by adults and parents report that children are happy at school. Teachers and learning support assistants know the pupils very well and are fully aware of individual pupils' needs. Parents are very confident that any concerns they may have about their children will be listened to and acted upon. The school makes very effective use of a range of external services to support the needs of individual pupils. The overall pastoral care of pupils is an outstanding feature of the school.
104. The school operates a very supportive home-school agreement. The views of parents are gathered by formal and informal means and issues raised are pursued. The prospectus provides a clear overview of the school's aims and procedures. Parents are kept in touch with events, the taught curriculum and their children's progress through notices, newsletters, reports and the detailed and informative school web-site.
105. When children start in reception there is an effective period of gradual induction with parents fully involved. Arrangements for receiving children who join at a later stage are equally effective in settling pupils into school routines. The arrangements for the transfer of year 6 pupils to the receiving secondary school are very good and ensure a smooth transition. Older pupils play a very positive part in providing a caring environment for younger pupils. This is

through both informal contact and formal roles, such as peer mediators and school councillors.

106. Registration periods are administered promptly and correctly at the start of the morning and afternoon sessions. Parents and carers are aware of the need to inform school if their child is unable to attend. Attendance data is uploaded onto an electronic database where trends are mapped and individual patterns analysed. The school takes immediate action to investigate any unexplained absence. Good attendance is rewarded. Parents and carers are encouraged to get their children to school on time, but a few are late arriving. Parents know that the school discourages holidays taken in term time. The education welfare officer provides the necessary support should the school have any concerns. The school is doing all it reasonably can to promote better attendance.
107. Teachers apply the school's behaviour management policy consistently and act as positive role models. Older pupils, acting as trained peer mediators and monitors, help maintain good standards of behaviour. They also ensure all pupils are included in playground activities and that no child is ignored or friendless. There are good measures to eliminate oppressive behaviour, bullying and all forms of harassment. Parents and pupils have confidence in these systems. Pupils understand the necessity to report immediately incidents of bullying or discrimination of any sort. The school is effective in dealing with any reported incidents and involves parents when appropriate. All such incidents are recorded.
108. The school's provision for ensuring the healthy development, safety and well-being of all pupils is good with some outstanding features. The school has received accreditation under the *Healthy Schools* initiative. Healthy living features in the curriculum, particularly in physical education and science. All members of supervisory staff and four teachers are trained in first aid. There are very good procedures for meeting the needs of pupils who are unwell or who have an accident. Pupils' contact details are kept up to date and available to all teachers. Pupils with particular health issues are discreetly made known to all staff and appropriate provision is made for their needs. Safety checks are routinely carried out on electrical appliances and fire safety equipment. Fire drill is practised each half term. Health and safety audits are conducted within the school both by accredited consultants and the head teacher and governors. Risk assessments are carried out before any educational visits take place.
109. Child protection arrangements are well documented and understood by all who work at the school. All staff are trained and are familiar with procedures. Staff room notices help keep teachers aware. The head teacher, and in his absence the deputy head teacher, are the designated persons responsible for child protection issues. Similarly there are two governors with responsibility for child protection. The head teacher ensures staff receive, regular training, are vigilant and recognise the signs that a child may need protection. Any possible follow-up action is well known.

110. All pupils, regardless of gender, ability, age, linguistic background, disability or ethnicity have appropriate and full access to all the school has to offer. The development of pupils' understanding of diversity of race and the need for good race relations in a multi-cultural society is successfully incorporated in the school's curriculum. Pupils who use English as an additional language are well provided for by visiting specialist support and school staff.
111. A school council has been in existence for a few years. Pupils are very familiar with who is in the council, how they got there and what they do. There is a well established system of class councils and a suggestion box in each classroom to feed issues to the school council. Issues such as litter, lunchtime and assembly arrangements have been raised and often resolved. A book swap was organised which raised £150 for school funds. The school council is currently exploring how to improve the décor in the toilets and has launched an art competition to find suitable works.
112. The quality of provision for pupils with special educational needs is good with no important shortcomings. There are thorough assessment systems to identify particular learning needs from a very early age. Class teachers produce realistic targets matched to individual pupils' needs be they academic or social. These are discussed with parents and pupils and recorded clearly in individual education plans. There are regular reviews of individual education plans involving parents and pupils. At these meetings, or at other times as appropriate, targets are modified or replaced with new ones. The school pursues statements where it identifies a particular need and finds the process involved with the local education authority to be clear and fair. Funding is awarded for statemented pupils but the school additionally provides finance from the school budget. Specialist support is effectively used for those pupils with sensory impairments.
113. Teaching by a very good available range of specialist teachers, class teachers and learning support assistants is well matched to the needs of pupils on the special educational needs register. Learning support assistants are particularly skilled in taking pupils through daily routines, which greatly assist pupils' progress towards their learning targets. This is particularly impressive where quantitative measurements are made of pupils' performance, which act as a great incentive for pupils to further improve.
114. The special educational needs co-ordinator works systematically to check the quality of individual education plans and pupils progress toward their targets. The management of this has recently been greatly improved in line with a whole school programme for all aspects of school monitoring. A close eye is kept on the progress of pupils on the special educational needs register and also those who give cause for concern. Movement of pupils on and off the register is made where relevant. There are currently no disabled pupils in school but the school has practical and appropriate plans to accommodate pupils with mobility problems if needed. All the requirements of the special educational needs Code of Practice and the Disability Rights Act are met well. The school makes good provision for ensuring the inclusive education for all pupils, regardless of their background or ability.

Leadership and management

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
116. After a long time of uncertainty and changes in leadership, the school has found a clear and common purpose for its present state and future development. All members of staff, governors and parents know the direction in which the school is going and effectively support its development. There are very well structured arrangements for the work of the governors, members of staff and parents. Within these frameworks, individuals carry out their particular responsibilities well. There is a positive spirit in the work of the school and the quality of life in school is good.
117. This renaissance from uncertainty to common purpose has been accelerated through the outstanding leadership of the head teacher. He has worked at a very rapid rate to effectively bring all members of the school community into concerted working for the ultimate benefit of the pupils. The deputy head teacher plays an important role in managing the ever improving school's assessment systems. The senior leadership team hold regular and well structured meetings, drawing on planned priorities to move development forwards.
118. The leadership team and all subject leaders are fully involved in monitoring standards of pupils' work together with teaching and learning. This work is very well managed and all staff know the timings for each other's commitments well into the future. These arrangements produce a particularly positive effect on standards in several subjects. Teaching staff make good use of a shared area on the computer network system so that their planning and ideas for lessons can be easily viewed by colleagues.
119. Arrangements for performance management tie in very closely with outcomes from monitoring, school improvement plan priorities and personal continuing professional development. All teaching staff and learning support assistants are involved in effective professional development and new ideas are mutually shared on both a formal and informal basis. The school has organised induction training for the newly qualified teacher who provides much of the planning, preparation and assessment cover. This is particularly praiseworthy as the teacher is currently employed on a day-to-day basis through an agency. Supervisory staff benefit from training sessions. All staff have a clear understanding of their roles.
120. The school successfully promotes national priorities through its promotion of healthy living, community involvement, environmental awareness, sustainable

development, world and local citizenship, bilingualism and preparing pupils for lifelong learning.

121. The governing body is well organised with the roles as individuals and sub-groups clearly established. It is fully committed to doing its best for the school. There is a good spread of expertise among governors, which is well deployed. The governing body benefits from the experienced leadership of the chair and vice-chair. Governors are open with their views and feel they are now able to become more effective as they now have clear plans for improvement, which they rigorously evaluate. Governors are well informed through relevant reports from the head teacher. Their growing understanding of the school's assessment system is enabling them to have more meaningful discussions with staff. The governing body fully meets its statutory responsibilities.

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

Grade 2: Good features and no important shortcomings

122. The findings of the inspection team differ from the judgement of grade 3 made by the school in its self-evaluation report. The team feel the school underestimated the impact of its management processes.
123. The overall process for the school's self-evaluation and improvement planning is good. A culture of self-evaluation has been established for some time but, following the appointment of the new head teacher, all stakeholders' views are now taken into account and this was not the case previously. Leaders of all subjects evaluate their own subjects through regular and well structured monitoring exercises. Governors receive clearly laid out reports from subject leaders and the head teacher and are thus enabled to contribute to the process of further planning for improvement. Parents' views are taken into account through questionnaires and pupils' views are sought on a range of relevant issues. The whole consultative process is an outstanding feature of management.
124. The collected views are skilfully prioritised into a clear and purposeful school improvement plan. The plan includes clear statements of what is to be done, the timescale, personnel involved and the resources needed for all the priorities. The criteria for successful completion of improvement are described but lack a quantitative aspect. The school improvement plan considers short term developments in detail and, sensibly, outlines areas for improvement over the longer term.
125. Staff with subject responsibilities have been monitoring standards of pupils' work and observing teaching and learning for a few years. The new head teacher has standardised and provided a very well thought out rota to co-ordinate these activities. This means that the whole school is able to concentrate on specific areas as the rota unfolds. Whilst there are several examples of perceptive observations, outcomes of monitoring do not always

consistently concentrate on areas for improvement in standards. One recent and positive outcome from the improvement planning was the implementation of thinking skills in mathematics for years 5 and 6 which has led to improved standards.

126. The quality of the school's self-evaluation report produced for the inspection is evaluative and honest in identifying strengths and areas for development. In all but one key question, the grades given by the school match those of the inspection team.
127. The school has made good progress in addressing the key issues identified in the last inspection. However, progress since last September has been very good.

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

Grade 2: Good features and no important shortcomings

128. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
129. Staffing levels, accommodation and learning resources are good and are well managed.
130. There is a sufficient number of qualified and experienced teachers who have a good range of expertise to provide for the needs of all pupils, including those with special educational needs and the under-fives. Learning support assistants are very effectively deployed and make a very valuable contribution to teaching and learning. The school makes good use of several visiting specialist teachers, such as the speech and language teacher, the Athrawes Bro and the violin teacher.
131. Teachers' skills develop well through performance management, in-school training and from attending training courses. These are all well linked to the school improvement plan. This provision has had a strong influence on developments in the teaching of mathematics and information and communications technology.
132. All teaching staff have appropriate time during the school week for planning, preparation and assessment and this is used effectively. Staff feel the quality of their planning has improved as a result. The school successfully minimises disruption to pupils' routines by ensuring the same supply teacher covers for their usual class teacher. The school has implemented the requirements of workforce remodelling.
133. Daily administration is smooth and efficient. School administrators, lunchtime staff, the caretaker and cleaners carry out their duties effectively and make an effective contribution to pupils' well being. The school makes good use of

information and communications technology for routine administration and financial management.

134. The school has sufficient resources to teach the planned curriculum. Art and physical education are very well resourced. The available learning resources are efficiently managed and used well.
135. The school has recently purchased an interactive white board for each classroom and provided staff training to make effective use of the resources. The potential of these interactive white boards has not yet been made full use of. The school has a computer suite with sixteen reliable computers, which are timetabled for class use. An air conditioner unit makes the suite comfortable. Displays in the classrooms and circulation areas make a valuable contribution to the curriculum.
136. Staff for the children under the age of five, work hard to provide attractive and stimulating areas for the children. Resources for the under fives, however, have good features which outweigh shortcomings. There is limited access for children to make free use of the one computer. There is a shortage of wheeled toys and large apparatus and the school lacks secure storage space to store outdoor equipment for the under-fives. There are two small dedicated outside learning areas for the under-fives. The more established area has a small covered way that enables children to play outside in all weathers. The newer area has an appropriate soft surface. A door has recently been installed so that children now have easy access from their classroom to this area.
137. The school is situated in extensive grounds that include a pond. They are well maintained. However, much of the school grounds are unusable during the winter months because the grassed areas are water logged. The school grounds have been developed well to provide a range of play, learning and physical development opportunities.
138. All year 5 and year 6 pupils are accommodated in demountable classrooms. Governors report that the demountable classrooms are in continual need of repair. These classrooms are separate from the main building and there is no covered link. There is no water supply in any of these classrooms. This limits activities in subjects such as science and art. Pupils have to use the toilet facilities in the main building. These arrangements are not good enough.
139. The school makes effective use of the available resources. The deployment of support staff is decided in consultation with all staff and reflects pupils' needs. There is very effective use of the local environment, the community and educational visits to enrich pupils' learning. The school has a very strong working partnership with those people who are responsible for the local canal.
140. Effective systems are now in place, through self-evaluation, to ensure that the governing body provides cost effectiveness in the purchase and acquisition of relevant resources. Staff development is based on the priorities of the school

improvement plan, performance management, curriculum leadership roles and personal interests.

141. The finance committee meets regularly and the spending priorities are closely linked to the improvement plan. It enables the school to meet its targets. The head teacher and governing body regularly meet to monitor and review budgetary spending. There is secure financial control and the minor items identified in the last auditor's report have been put right. The parent teacher association raises funds for agreed projects. The school gives good value for money.

Standards achieved in subjects and areas of learning

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

142. In both key stages, pupils demonstrate positive attitudes towards Welsh. They work together in pairs in role-play situations to ask and answer questions. This is a very good feature.
143. Throughout the school, pupils respond well to incidental language in classes and assembly to reinforce and develop their language skills. Pupils know what the messages are on the bilingual signs in the classrooms and a board dedicated for messages in Welsh.
144. Year 1 pupils correctly use their Welsh to count to ten, name colours, comment on how they feel and describe the weather. Year 2 pupils use a range of vocabulary, phrases and sentence patterns. They ask and answer questions in familiar situations and their pronunciation and intonation is understandable. Through various learning activities, pupils consolidate the language patterns learnt. They read from a variety of simple texts clearly. Pupils use their knowledge of sentence patterns and vocabulary appropriately to write their own sentences. They write accurate sentences in responses to questions about the weather and '*Jac yn y siop*'.
145. Pupils in key stage 2 extend their Welsh vocabulary effectively. They increase the number of sentence patterns that they use and begin to join shorter phrases into longer, more complex sentences. In '*Hot Seating*' activities pupils ask one another questions of increasing complexity. This in turn builds the pupils' confidence to attempt more difficult language combinations.
146. In years 5 and 6, pupils write descriptions at some length, and include adjectives to make their writing more interesting. More able pupils produce extended pieces of creative writing in the form of poetry. Pupils use their written work in Welsh for several different purposes.
147. Key stage 2 pupils make steady progress in their reading skills. By year 5 and 6, they read fluently with correct intonation paying appropriate attention to punctuation marks.

Shortcomings

148. There are no important shortcomings.

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

149. Across both key stages, pupils make good use of appropriate mathematical vocabulary. Pupils respond well in oral and mental mathematical sessions. When working together they discuss their work and logically explain how they obtain their answers. Pupils make good progress as they move through the school. They undertake tasks in addition, subtraction, multiplication and division confidently and accurately.
150. Throughout both key stages, pupils' achievement in the development of problem solving and investigative tasks is good. Key stage 1 pupils investigate and solve number patterns and pictorial sequences, collaboratively using the 100 grid square. Key stage 2 pupils hypothesise, investigate and prove a theory using a series of rules and relationships using accurate measurements. They interpret their findings using simple algebraic language. This is a good feature.
151. Pupils in key stage 1, have a good understanding of 'odd' and 'even' and show a good application of their knowledge of number bonds, recognising and estimating. They confidently use number squares and explore patterns in addition and subtraction.
152. Pupils in year 1 and 2 know the names of common two and three-dimensional shapes and the more able describe their properties accurately. They have good understanding of simple fractions such as halves and quarters.
153. Pupils in key stage 2 are very confident and enthusiastic working with numbers and using and applying their knowledge. Year 3 and 4 pupils have a good understanding of place value up to 1000 ordering numbers accurately in units of 50. All make suitable predictions as to the weight of different objects in shopping bags. Many interpret correctly calibration on diagrams of pan balances.
154. Year 5 pupils accurately draw a series of two-dimensional shapes and investigate the relationship between similar shapes with parallel lines. Pupils make accurate predictions, applying their previous learning to new problem solving situations. They record data neatly and accurately.
155. By year 6 pupils correctly calculate and convert percentages to decimals and fractions. They accurately construct and extract information from different types of graphs.

Shortcomings

156. There are no important shortcomings.

Science

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

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

157. Throughout the school, pupils have a very good, at times excellent, knowledge of science facts and carry out their practical work in a safe and sensible manner.
158. Year 1 pupils know that electrical appliances can be powered by either batteries or mains electricity. They make good use of their observational skills when they correctly identify different sounds. They have a good understanding of pushes and pulls and appreciate aspects of fair testing when they study the effect of dropping plasticine balls onto sand.
159. Pupils in year 2 make simple, safe electrical circuits and appreciate that all the components must be connected together for them to work. They carry out investigative work to a high standard. For example, they systematically explore how the slope of a ramp affects how far a toy car will travel. They understand the question they are trying to find the answer to, recognise the variables they are to change and those which they will keep the same. They carefully measure how far the toy car travels and record their results in given tables. More able pupils draw their own table for their results and a few recognise when results 'don't look right', at times giving valid reasons for the observed anomalies.
160. Pupils in years 3 and 4 make good use of correct scientific vocabulary when they carefully carry out repeated tests on the extent to which light travels through different materials. They make correct use of the concept of a Venn diagram to organise their findings. They are familiar with the use of sensors to measure the brightness of light, which many know is measured in units of lux.
161. In years 5 and 6, pupils precisely identify diagrams representing series and parallel circuits and know the main different ways in which they work. They know the basic characteristics of all life processes and have a good understanding of the name and function of the bones and muscles in humans. They correctly carry out procedures to measure their own pulse rate and also the force with which they can push weighing scales. They are familiar with the separate scientific process of giving a reasoned prediction, the need to carefully gather and present data and the importance of making sure any conclusion matches the gathered data.

Shortcomings

162. In years 5 and 6 pupils' understanding of aspects of science is not what it should be. For example, they do not understand the basic idea of a flow of electricity around a circuit and this means they are unable to explain why the different circuits they make work as they do.

163. Pupils in years 5 and 6 are not sufficiently carrying out a complete investigation where they raise their own question and then, through experimental work, pursue an answer by using their knowledge to make predictions, suitably control variables, make and record measurements and/or observations and draw valid conclusions from the results.

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

164. Pupils' appreciation of the work of a wide range of artists and styles is well established throughout the school. They are skilled in evaluating the work of others and thereby improve their own work. Pupils are familiar with a wide range of media and techniques.
165. All pupils have benefited from working with visiting artists. They produce attractive mural, mosaic and imposing three-dimensional models based on children's literature. These works are prominently displayed in the school and are viewed with considered pride and enjoyment.
166. Year 1 pupils make good use of digital cameras to identify and classify different shapes around the school. They make rubbings of the bricks and create a collage based on these rubbings and join the individual collages together to create a very attractive class frieze
167. In year 2, pupils experiment with line, tone and successfully investigate a range of media and the marks they make. The majority of pupils successfully use shading and smudging for creating portraits. Pupils use Caerphilly Castle as an inspiration for their art work, making a large, eye catching textile collage based on the shapes and colours of the castle.
168. Year 3 pupils carefully consider how paintings, prints, photographs communicate ideas about relationships. Their colour and composition skills are put to good use to make a double portrait that successfully conveys ideas about themselves and their relationship with another person.
169. The use of chairs in everyday life is carefully considered by year 4 pupils. Initially using their sketch books to explore ideas, they use rigid materials and good use of colour, pattern and texture to produce good looking model chairs. In year 5, pupils create eye masks and use a variety of materials to produce a colourful effect.
170. By year 6, pupils' observational skills are good when they produce drawings to sketch movement through sport. They use the work of Henri Matisse in a computer program, manipulating the image by translating and blurring to create an interesting effect. Their three-dimensional work is developed well when they make headgear suitable for a Welsh event and a Victorian lamp

post. They create an effective large mural in the style of a Victorian artist using a variety of paints.

Shortcomings

171. 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

172. Across the school, pupils make good use of basic body movements and shape in imaginative gymnastic and dance routines. At times, the standards achieved by older key stage 2 pupils are excellent. To aid their work, many make effective use of picture cards to improve their performance. Many year 2 pupils make good use of space. Dance makes a significant contribution to pupils' social and cultural development, for example when they dance in an oriental style or year 4 perform a very scary Haka.
173. In all classes, pupils know the need to warm up before exercise and the effect of exercise on their bodies. The younger pupils know that their heart and lungs work faster and their bodies become warmer. The oldest pupils appreciate that, during exercise, they use muscles not normally used and many know a good range of stretching exercises to promote flexibility.
174. Pupils of all ages are suitably dressed for their work, be it in the gym or outdoors. Across the school, pupils concentrate well on their work and benefit from demonstrations by pupils who are showing good technique. From year 1 onwards pupils make ever improving self-evaluations of their performance. By the end of key stage 2, pupils are skilled at recognising good performance and areas for improvement for themselves and others.
175. When pupils are in year 4, they all take part in a daily swimming session over three weeks. Evidence indicates that all pupils are competent swimmers by the end of the key stage. In year 5, pupils further improve their water-based skills when they benefit from canoeing and sailing activities. The oldest pupils in the school benefit from a good range of adventurous activities, particularly when they all take part in residential visits.
176. Many of the younger pupils in key stage 2 attain good standards in ball control in their hockey with several appreciating tactics for defensive and attacking team play. Pupils benefit from a wide range of sporting activities both in school time and in extra-curricular activities including rugby, football, cricket and tennis. A very good quality after-school rugby session was observed involving 23 of the oldest boys. Skills were developed well and applied in a very competitive game.

Shortcomings

177. There are no important shortcomings.

Religious 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

178. Most year 1 and year 2 pupils describe the main features of a Christian church and a synagogue using several correct terms. They know that the buildings are special to the people who use them. They consider their own special places and why they are important to them. Most pupils know what happens during infant baptism and relate it to their own experience. Year 2 pupils begin to explore the role of Jesus as a leader. They know that the New Testament in the Bible, is a source of information about Jesus and know some of the stories about Jesus.
179. Pupils in year 3 and year 4 further develop their knowledge and understanding of the beliefs and practices of Christianity. They are familiar with the major festivals of the Christian church, correctly sequencing and knowing the significance of the events over the Easter period. Most pupils recall and retell a creation story. They sensibly discuss ways of looking after the environment and appreciate that humans have responsibility for the natural world.
180. The vast majority of year 4 pupils know several of the customs and symbols associated with special ceremonies and rites of passage in Judaism and make valid comparisons with those of Christianity.
181. Pupils in years 5 and 6 know that the Bible is a holy book for Christians and contains different types of writing, such as history, poetry, parables and letters. They know that the Bible is important for Christians as a source of guidance and teaching.
182. Most year 6 pupils know that the Qur'an, is the holy book for Muslims and the Torah is the holy book for Jewish people and that each is treated in its own special way. They clearly describe and explain some of the main messages of the Qur'an. Pupils understand that Jewish people believe that the Torah teaches them how God wants them to live. They organise a meal with Halal food and visit a synagogue for good, first hand experience of religions unfamiliar to them.

Shortcomings

183. There are no important shortcomings.

School's response to the inspection

The staff and governing body of Mount Pleasant Primary School take great pride in this report and are very pleased that the inspection findings acknowledge our strengths. The report is a true and accurate picture of the school and gives due recognition to the skill and dedication of all staff, together with the governors, with a clear and strong team ethos in evidence.

We are pleased to note the inspectors found that pupils' standards of achievement in lessons compares most favourably with national targets and that, overall, pupils make good progress in their learning. We are extremely proud of our pupils and very pleased that the report also finds that they achieve very good standards in their personal and social development.

It is gratifying that the report confirms the good working relationships which exist between the teachers and pupils, with learning being supported through praise and constructive encouragement. Many good and, at times, outstanding features of teaching and learning are described in the report and we will endeavour to make these aspects consistent across the school.

We are pleased the inspection recognised the contribution the school makes towards creating lifelong learners. We are more than pleased that the school's pastoral care of the pupils is recognised as outstanding.

We greatly value our role in the community and foster open and friendly working relationships with parents, feeder schools and other organisations. We are pleased that the report confirms that these are good features.

The report identifies areas of clear strengths in management, including examples of outstanding practice. It is pleasing to note that the report judges good progress has been made since the last inspection.

As well as the many positive features identified in the report, it also makes clear those elements on which we must focus in order to meet the high expectations we have set ourselves. Of the five recommendations made, four are already included in the school improvement plan and work is underway on achieving these. Raising standards in science at key stage 2 will be a priority.

The staff appreciated the supportive, professional and effective manner in which the inspection was undertaken and would like to thank the inspectors for their reflective and productive discussions and observations. The report will clearly assist the school to move forward cohesively in continuing to raise standards.

An action plan will be produced, which will become part of the school improvement plan for 2007, to address the recommendations of the report. A copy of the action plan will be sent to all parents. The governors' annual report to parents will report on the progress we are making in addressing the recommendations made.

Appendix 1

Basic information about the school

Name of school	Mount Pleasant Primary
School type	Community
Age-range of pupils	4-11
Address of school	Ruskin Avenue Rogerstone Newport
Postcode	NP10 0AB
Telephone number	01633 894820

Head teacher	Mr Andrew Northgrave-Williams
Date of appointment	September 2006
Chair of governors	Mr David Potts
Registered inspector	Mr Glyn Gaskill
Dates of inspection	29-31 January 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	36	27	49	29	40	48	29	258

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	0	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.5
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.8
Teacher (fte): class ratio	1.2

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2006	N/A	95.9	95.6
Summer 2006	N/A	94.7	93.3
Spring 2006	N/A	92.7	94.1

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results: 2006			Number of pupils in Y2				
			30				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	0	70	30
		National	0	4	12	64	20
En: Reading	Teacher Assessment	School	0	0	0	53	47
		National	0	4	14	56	26
En: Writing	Teacher Assessment	School	0	0	3	84	13
		National	0	5	14	69	12
En: Speaking and listening	Teacher Assessment	School	0	0	0	93	7
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	0	57	43
		National	0	2	10	63	24
Science	Teacher Assessment	School	0	0	0	50	50
		National	0	2	9	65	24

[National figures are most recently available and are for 2005 results.]

D- disapplied or absent.

W- working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	81

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		50	
Percentage of pupils at each level										
		D	A	F	W	1	2	3	4	5
English	School	0	0	0	0	0	0	6	34	60
	National	0	0	1	0	1	4	15	47	32
Mathematics	School	0	0	0	0	0	2	6	34	58
	National	0	0	1	0	1	3	15	47	32
Science	School	0	0	0	0	0	0	0	50	50
	National	0	0	1	0	0	2	11	51	35

[National figures are most recently available and are for 2005 results.]

Percentage of pupils attaining at least level 4 in mathematics, science, and English or Welsh (first language) according to teacher assessment.				
In the school	90		In Wales	74

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

Appendix 4

Evidence base of the inspection

The inspection was carried out by a team of four inspectors who spent a total of ten inspector-days in school.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, members of staff, governors and parents.
- The responses on 144 questionnaires returned by parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the school day.
- Forty-two lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with members of staff regarding different aspects of the school.
- Registration sessions and assemblies were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school were examined.
- The head teacher was the school's nominee and was present when inspectors held meetings.

After the inspection:

- Findings were shared with the school staff and the governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context Summary and Recommendations Key Question 5 Contributions to Key Questions 1, 2 and 4 science and physical education.
Mr Charles Brentnall Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Helen Smith Team Inspector	Key Question 7 Art, religious education and provision for children under-five.
Mr Peter Roach Team Inspector	Key Question 6 Contributions to Key Questions 1, 2 and 3 Welsh as second language, mathematics and provision for bilingualism.
Mr Andrew Northgrave Williams School's nominee	Liasing between the inspection team and the school. Attending team meetings but not involved in awarding grades.
Mrs Eira Collins Peer assessor	Observing classes and discussions with pupils. Examining pupils' work. Taking a full part in team meetings.

The contractor was:

Evenlode Education Ltd
Little Garth
St John's Close
Harwarden
Flintshire
CH5 3QJ

Acknowledgement

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