

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

**Newton Primary School  
New Road  
Porthcawl  
CF36 5BL**

**School Number: 672/2185**

**Date of Inspection: 7<sup>th</sup> – 10<sup>th</sup> February 2005**

**by**

**Mr Peter Mathias  
W203/78829**

**Date: 14<sup>th</sup> April 2005**

**Under Estyn contract number: T/172/04P**

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Newton Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Newton Primary School took place between 7<sup>th</sup> and 10<sup>th</sup> February 2005. An independent team of inspectors, led by Mr 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:

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

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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. Newton Primary School has 237 pupils on roll and is situated in an older residential area of Porthcawl. The school serves the local area which is a mixture of private and public housing. Pupils come from a wide range of family backgrounds.
2. The school reports that the areas from which most pupils are drawn are neither prosperous nor economically disadvantaged. About 17.5% of pupils are eligible for free school meals. This is just below the Unitary Authority's (UA's) average of 19.9% and the all Wales average of 19.0% of pupils entitled to free school meals. About 15.6% of pupils are considered to have some degree of special educational needs (SEN). One pupil has a statement of SEN. Some 96% of pupils have English as their first language and are of Welsh extraction. A small number of pupils have languages other than English as their first language. No pupil has Welsh as their first language. Nearly all pupils enter the school via the nursery which has 24 children on roll. They attend on a full-time basis. A large extension to the school was completed in the early part of the current term.
3. The aims of the school emphasise the importance of creating a happy, family environment where pupils develop positive attitudes for later life. The school's mission statement is "Believe and you will achieve." The school holds the Basic Skills Quality Mark (2003).

### The school's priorities and targets

4. The school's main targets for 2004 to 2006 are to:
  - improve standards in reading and in information and communications technology (ICT);
  - strengthen pupils' investigative skills in science and mathematics;
  - extend further provision for children in the early years;
  - develop Y Cwricwlwm Cymreig;
  - put in place effective systems to monitor and evaluate pupils' progress;
  - review the organisation of classroom space.
5. The school was last inspected in April 1999.

## Summary

6. Newton Primary School is a good school with a positive ethos. It has made good progress since the last inspection. The inspection team agreed with all of the judgements made by the school about the standards pupils achieve and with all of the school's judgements about other areas of its work.

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

### Standards

7. Overall standards of achievement in the subjects and areas of learning are as follows:-

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	15%	62%	23%	0%	0%

8. Standards of achievement in lessons are above the Welsh Assembly Government (WAG) all-Wales target of 95% of standards to be satisfactory and 50% to be good or very good.
9. The overall quality of educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
10. The standards of achievement of children under five are as follows.

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

11. In KS1 and KS2, in the subjects inspected, standards of achievement are as follow:-

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	2	2
Information technology	2	2
Art	2	2
Music	2	1
Physical education	2	2

12. Pupils' standards and progress in the key skills of speaking and listening and reading are good. In writing, standards and progress are variable and pupils formation of handwriting is under-developed in many classes. Pupils use their skills in numeracy well to measure, calculate and record the information they collect. Pupils use information and communications technology very well in many subjects. Pupils' use of incidental Welsh and bilingual competency are limited by the lack of opportunities to use the skills of speaking and using Welsh consistently. Pupils' personal and creative skills are well developed and they make good progress in this area.
13. Pupils with SEN make good progress overall and often reach the targets set for them. However, the advice from outside agencies is not always followed, particularly for some pupils whose behaviour is challenging.
14. In 2004, starting from a low base, the standards achieved by pupils in the end-of-KS1 teacher assessments in English, mathematics and science were above the Welsh average and just below the local average. These results were broadly in line with schools considered similar. However, there has been a downward trend in these results since 2001. The performance of boys has deteriorated more than that of girls in these assessments.
15. In the end of KS2 national tests for 11 year olds, in 2004, in English, mathematics and science, the percentage reaching the expected level (Level 4) was above the national and local averages. These results were above similar schools. Particular strengths were the proportion of pupils achieving the higher level (Level 5) in English, mathematics and science. Since 2001, these results have improved significantly.
16. Pupils' attitudes to learning and their behaviour are good. They work hard and behave responsibly in a happy, caring and orderly community. They respond confidently to their teachers and are developing a good capacity to work independently, building well on the progress they make in this area in the nursery and reception. They show respect for each other's backgrounds and feelings.

## The quality of education and training

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

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	13%	67%	18%	2%	0%

18. The percentage of good lessons is above the WAG target of 95% of lessons to be satisfactory or better. Some 80% of lessons are good or better. This is well above the national target of 50% of lessons to fall into these categories.
19. In the best lessons in the nursery and reception, teachers show a good understanding of how to plan and organise their lessons to match the work to the needs of their children. In the best lessons in KS1 and KS2, teachers show high expectations of what their pupils are capable of achieving. There are very positive relationships between themselves and their pupils who work hard and willingly because they wish to please their teachers. Teachers in the best lessons have very good subject knowledge and an infectious enthusiasm for their subjects. In some lessons teachers do not make best use of the opportunities that are there to promote pupils' bilingual skills or to use incidental Welsh. They do not give sufficient attention to teaching pupils the skills of neat handwriting and careful presentation.
20. Arrangements to monitor pupils' progress and to use that information to raise standards are detailed and effective. Pupils are well informed about what they need to do to improve.
21. The school's curriculum is broad and balanced. It meets legal requirements and reflects the needs of all pupils, including those with SEN. Provision for the basic and key skills is generally good. However opportunities to develop pupils' bilingual skills and their skills in handwriting and the presentation of their work are under emphasised.
22. There is very good planning for pupils to build systematically on what they already know and can do. The curriculum is considerably enriched by a very good variety of out-of-school activities and clubs. Learning experiences promote pupils' spiritual, moral, social and cultural development well. Provision for Y Cwricwlwm Cymreig is sound. All pupils have equal access to the curriculum. The school successfully promotes pupils' environmental awareness, and their understanding of sustainable development and global citizenship.
23. Attendance levels are good and have continued to improve since the last inspection. Pupils arrive punctually. The school meets the WAG guidance for the reporting and recording of attendance.

24. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Links with parents are positive. Their contributions are valued. The school listens carefully to the view of parents and carers.
25. The safety, care and well being of pupils are good. Staff are very successful in creating a caring and supportive environment where pupils feel secure and respected. There are good links with outside agencies and services. However, their advice, particularly in respect of some pupils with behavioural difficulties, is not always acted upon systematically. Generally, pupils with some degree of SEN make good progress. The special educational needs co-ordinator (SENCo) is hardworking and maintains records carefully.

### **Leadership and management**

26. The school is well led. There is a close and effective working relationship between the senior management team and other staff. The school very successfully promotes a caring, family atmosphere. All staff share this objective and work together well to promote it. The headteacher gives a strong lead to raising standards further and in holding high the expectations of pupils. Subject co-ordinators know their subjects well and lead them purposefully.
27. The governing body is very supportive and is actively involved in the daily life and work of the school. They have an active role in determining the long-term direction for the school. They meet all regulations and legal requirements in full.
28. There are a sufficient number of qualified and experienced teachers who possess a good range of specialisms. The provision and quality of learning resources throughout the school are good. The recently completed improvements to the accommodation are being well used, as are the other parts of the building.
29. Overall, bearing in mind the standards many pupils achieve by the age of 11, together with the overall good quality of teaching and leadership in the school, the school gives good value for money.

### **Recommendations**

30. In order to improve the school in the areas inspected, the staff and governing body need to:-
  - R1 Improve standards in handwriting and the general presentation of pupils' work across the school.
  - R2 Ensure that all advice received from outside agencies for pupils with additional learning needs is acted upon consistently.

- R3 Continue to develop pupils' bilingual skills and their use of incidental Welsh.
31. 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 match the judgements made by the school in its self-evaluation report.

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	15%	62%	23%	0%	0%

33. Pupils' standards of achievement in lessons are above the WAG all Wales target of 95% of standards to be satisfactory and 50% to be good or better.
34. The overall quality of the education provided for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes from Childrens Learning. Baseline assessments indicate that attainment is generally below for children when they begin school.

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

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

Subject	Key Stage 1	Key Stage 2
English	2	2
ICT	2	2
Art	2	2
Music	2	1
Physical education	2	2

36. Pupils with SEN make sound progress and achieve the targets set for them.
37. Children under five make good progress in the key skills of communication, mathematics and information technology. They develop these well on a daily basis across the six areas of learning. Children's bilingual skills are limited.
38. In the end of KS1 overall national assessments in 2004, pupils' attainment in English, mathematics and science was above the Welsh average and just below the local average. These results are broadly in line with schools considered

similar. However, there has been a downward trend in results in these national assessments since 2001. Performance of boys has deteriorated much more than girls in these assessments.

39. Overall, pupils' development of appropriate key skill levels is good. Pupils' standards and progress in the key skills of speaking, listening, number and reading across the curriculum, are good. Pupils listen carefully and speak clearly, and confidently. Pupils' reading skills develop appropriately across KS1 and the majority read accurately to obtain information.
40. Pupils' accuracy and formation of writing skills are under developed. The majority of pupils print rather than use a cursive style of writing well into the key stage. Although they use their writing skills across the curriculum well, the accuracy and formation are not appropriate to their age. Information and communications technology across the curriculum is outstanding. Pupils' use of laptops and interactive white boards has improved their skills in reading and information gathering.
41. In the end of KS2 national tests for 11 year olds, in 2004, in English, mathematics and science the overall percentage who reached the expected level (Level 4) was above the local and national averages. When compared to schools considered broadly similar these results were above most schools in this category. Particular strengths were in the proportion of pupils achieving the higher level (Level 5) in English, mathematics and science. Since 2002, there has been a significant improvement in overall results. Girls outperformed boys in these tests, although less significantly than in previous years. Bearing in mind the below average starting point of many pupils when they begin school, many pupils made good progress and build well on the start they were given in the nursery and reception classes.
42. Overall, pupils' behaviour and their attitudes towards learning are good. These contribute significantly to the standards pupils achieve and to the quality of life in the school. The school is a happy, caring and orderly community where pupils are courteous, polite and relate well to each other, to staff and to visitors. A clear code of conduct exists and most pupils understand what is expected of them. They understand the need for school rules and the sanctions imposed for unacceptable behaviour, which they perceive as fair.
43. Most pupils are keen learners and enjoy their work and play. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration. They are interested in their work, are keen to do their best and they take pride in their achievements.
44. Pupils are developing the capacity to work independently, in pairs and as part of a group. They organise group activities fairly, and help and support each other. Children in the early years readily make their own decisions and work and play confidently in group activities. In discussion, older pupils realise the importance of education and how their own attitudes and commitment contribute to learning.
45. Pupils' personal, moral and social development is progressing well. The good relationships between staff and pupils underpin this development, and pupils are

confident in expressing their ideas and opinions because they know their contributions are valued and respected by staff. Most pupils are developing a secure set of personal and moral values and demonstrate honesty, fair play and consideration for others in their work and play. These positive attitudes are particularly evident in the playground when the playground peacemakers help and support their fellow pupils and contribute to the good order that exists during breaks and lunchtimes.

46. The school successfully promotes equality of opportunity for all pupils, and pupils demonstrate a good understanding of the importance of treating everyone equally, fairly and without favouritism. In discussion with older pupils, they displayed a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.
47. Attendance rates are good and have continued to improve since the last inspection. Pupils are punctual and keen to attend school; registration sessions and lessons start promptly. The school complies with attendance requirements set out in the National Assembly for Wales (NAW) Circular 3/99, Pupil Support and Social Inclusion.
48. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are fully committed to the local community and the school participates in many aspects of community life. Exemplary use is made of the community as a learning resource and pupils regularly serve the community by supporting many civic, cultural, and charitable projects.

## The quality of education and training

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

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

49. Overall, 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:-

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	13%	67%	18%	2%	0%

50. The percentage of overall lessons is above the WAG all Wales target for 95% of all lessons to be satisfactory or better. The percentage of very good or good lessons is well above the national target of 50% of lessons to be good or better. This is an improvement on the quality of teaching seen at the last inspection where, in KS2, 15% of lessons were unsatisfactory.
51. In the nursery and reception classes, the teachers show a good understanding of how to plan and organise lessons for these children. They encourage them to work independently and to co-operate willingly. Across KS1 and KS2, in the best lessons, teachers show high expectations of what their pupils are capable of achieving. They encourage pupils to enjoy learning and they have very good relationships with their pupils. For example, in a music lesson in KS2 where pupils performed their own compositions willingly and enthusiastically because they knew that their efforts were valued by their teacher.
52. The teachers plan carefully so that they and their pupils are well aware of what is expected of them in the time available. The teachers regularly remind their pupils of the targets they should meet. A particular strength in the best lessons is the teachers' very secure knowledge of their subjects and their own infectious enthusiasm for them. For example, in English, pupils benefited considerably from the very positive way the teacher encouraged them to write poetry in different styles. Pupils reflect this approach in the confident way in which they begin and refine their work. Teachers plan effectively to promote equality of opportunities. They treat all pupils fairly and show respect for individual differences.
53. Where teaching has some shortcomings, teachers do not always make the best use of the opportunities that are there to promote pupils' bilingual skills. In some, but not all lessons teachers encourage pupils to use incidental Welsh naturally and spontaneously. However, this is not found consistently across the school. In some lessons, teachers do not give sufficient emphasis to the importance of developing neat, legible handwriting. They do not teach these skills consistently well across the school. Sometimes, teachers are too ready to

accept second best, both in the quality of pupils' handwriting and in the overall quality of the presentation of their work.

54. There are good arrangements in place to plan carefully to meet the different needs of pupils in classes. This is often in the form of individual targets for pupils to meet in the shorter term. However, in some cases, teachers do not take sufficient account of the advice given by outside agencies when planning work and in providing support for some pupils with additional learning needs.
55. The school assesses pupils' progress regularly. There are systematic and rigorous procedures to achieve this. The information is used well to raise standards. This is particularly effective in KS2 where regular assessments and the careful use of that information have enabled teachers to raise standards significantly in English, mathematics and science. Pupils are made fully aware of what they need to achieve and they respond positively to the realistic challenges set.
56. All statutory requirements for assessment and reporting to parents on the National Curriculum are met. Homework is set regularly and is closely linked to what pupils are learning in school.

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

<b>Grade 2:</b> Good features and no important shortcomings
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57. Overall, the findings of the inspection match the judgements by the school in its self-evaluation report.
58. The school responds very well to pupils' learning needs and provides equal access to a broad and balanced curriculum. This curriculum is stimulating and enriched by many relevant practical experiences. Overall, the school's provision successfully reflects national priorities for lifelong learning and community regeneration.
59. Overall, the quality of teachers' planning, subject policies and schemes of work is very good. Curriculum planning builds systematically on existing knowledge, understanding and skills. The SEN policy reflects the requirements of the Code of Practice. The approach used by the school to plan is very effective. It ensures that pupils build systematically on what they already know and can do. The quality of planning for the delivery of monitoring of key skills within the subjects and across the curriculum, is outstanding.
60. The school's provision of equality of access and opportunity for all learners is good. Pupils benefit from equal opportunities to participate in decision-making; the school council is effective in bringing its concerns to the forefront. The range of extra-curricular activities, including musical tuition, residential courses and sporting events, is very good. These activities are popular and pupils gain valuable knowledge and skills from them. Gender differences and social disadvantage are effectively addressed and all pupils have the opportunity to achieve high standards in all areas of the school's life.
61. The school's provision for spiritual, moral, social and cultural development is good and gives pupils a clear set of values. It provides them with a clear understanding of how they can contribute to their school, their community and to the wider world.
62. Collective worship is of a broadly Christian nature and it plays an important part in pupils' growing spiritual awareness. School assemblies are happy occasions which offer guidance on moral and spiritual issues. Pupils respond positively to these experiences.
63. Moral values are promoted sensitively by staff. Pupils are encouraged to be sympathetic, respectful, kind and tolerant towards each other. Pupils' relationships with the headteacher and staff are mutually respectful and friendly. Staff work diligently to ensure pupils have a clear understanding right and wrong. Regular support is given to many local and national charities throughout the school year.

64. Pupils are afforded many opportunities to develop their social skills and they readily volunteer for and accept responsibility. For example, older pupils are encouraged to become actively involved in decision-making within the school. The School Council is a good forum where pupils' concerns, ideas and opinions are sought.
65. The school has a strong Welsh ethos. Y Cwricwlwm Cymreig is carefully planned into many subject areas and visits to places of interest help pupils develop a good understanding of the heritage and culture of Wales. A high priority is placed upon pupils developing an understanding, and respect for, other faiths and cultures. Pupils learn about the different social and cultural traditions within the Hindu, Islamic, Jewish and Christian faiths.
66. The school's partnerships with parents, the local community, the receiving secondary school and higher education institutions are effective and enrich the life and work of the school. Many parents are supportive of the school and express satisfaction with the standards their children receive within a caring and secure environment. Parents and friends make a valuable contribution to the life and work of the school. Pupils give freely of their time supporting school activities, accompanying pupils on educational visits and in fund-raising for the school. A useful home/school agreement has been drawn up which has readily been accepted by the majority of parents.
67. Parents are kept well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body, a comprehensive prospectus, and by regular meetings with teachers to discuss their children's work and progress.
68. Good pastoral, administrative and curricular links have been developed with the receiving secondary school. Regular liaison meetings, an exchange of information and ideas, joint in-service training, teacher exchanges and bridging units that span the two key stages help to promote continuity of education for pupils.
69. The school's curriculum fully complies with legal requirements. The policy for personal and social education (PSE) closely follows national recommendations and provides pupils with a wide range of appropriate learning opportunities. External visitors, including the police community liaison officer, make a good contribution to the delivery of the programme, and aspects such as substance misuse and sex education are handled sensitively.
70. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
71. At both key stages, the school's provision meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. The school's provision for pupils with SEN and for those pupils, for whom English is an additional language, is good. The support for learning throughout the school is good and is fully inclusive. There is good provision for pupils' personal and social education.

72. The school successfully promotes pupils' awareness of the world of work, and the vocational aspect of the PSE programme is well addressed by teachers. Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their locality and further afield. Pupils have a good understanding of their local community and the importance of the tourist industry to the economic prosperity of Porthcawl.
73. Local employers are supportive of the school. Several teachers have undertaken relevant placements with a successful theatre company, which have enhanced professional development and enriched curriculum provision for pupils.
74. Provision for Y Cwricwlwm Cymreig is planned in various subjects, including visits to places of interest promoting an understanding and respect for the heritage and culture of Wales. The school has a racial policy and action plan that teachers' implement with conviction. Pupils develop a good understanding and respect for other faiths and cultures through collective worship, religious education and geography.
75. The school successfully promotes equal opportunities and tackles social disadvantage and pupils succeed regardless of their gender or backgrounds. All pupils have equal access to the curriculum and all other facilities in the school.
76. Environmental awareness and the benefits of recycling are effectively practiced in school. Pupils have been involved with recycling including, paper and ink cartridges. In discussion, the majority of pupils have a good understanding of the effects of pollution and the issues related to sustainable development and global citizenship.
77. Pupils take part in competitions and workshops sponsored by industry and relevant agencies, including the Education Business Partnership (EBP). They have opportunities to develop their problem solving skills and contribute to decision making through their involvement in the School Council. A notable feature of the school is the way in which pupils themselves make decisions and organise events. This was particularly evident when pupils organised fund-raising activities in response to the recent Asian Tsunami disaster.
78. Pupils are very aware of their own community and how they can contribute to its regeneration through active citizenship, education, partnership and care for the locality. Pupils are proud of their school and local community and want to contribute to the care and development of their surroundings.

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

<b>Grade 2:</b> Good features and no important shortcomings
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79. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
80. The school makes good provision for the care, support and guidance of pupils. Appropriate support programmes are in place to ensure any specific needs are sensitively met. The school liaises carefully with the UA and draws on the expertise of external support services when required.
81. The school enjoys effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. The school listens carefully to the views of parents and carers and takes into consideration their views. Parents and carers appreciate the ready access they have to the headteacher and staff.
82. The school's induction procedures provide beneficial support for pupils entering the school, moving up classes and transferring to secondary school. The youngest children in the nursery are settling in well and receive good pastoral support from staff. Arrangements for the transfer of pupils are good and ensure that Y6 pupils look forward to secondary school with confidence.
83. The quality of personal support and guidance for pupils has outstanding features. The headteacher, teaching and support staff are highly successful in creating a caring and supportive environment where pupils feel secure and respected. The headteacher and staff know the pupils very well and effectively monitor their academic progress, their social development and their personal welfare. In discussion, pupils stated that they were confident in turning to their teachers for help and support and were treated with respect and kindness. Aspects of the successful PSE programme, including circle time, have contributed significantly to the quality of support and guidance and to raising pupils' self-esteem and confidence.
84. The headteacher monitors attendance, punctuality and behaviour carefully. Pupils whose behaviour is giving cause for concern are counselled. Parents are involved, and support is sought from external agencies and the UA when necessary.
85. Very effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. Regular and effective liaison takes place with the Education Welfare Officer (EWO).
86. The school has a detailed policy and set of procedures to promote health and safety, which are monitored and implemented consistently by the headteacher, staff and the governing body. The school is successful in encouraging pupils to recognise the benefits of a healthy diet and lifestyle.

87. The school works in pupils' best interests to safeguard their welfare. The school has a detailed policy and measures to deal with child protection issues and takes into account the All Wales Child Protection Procedures. The headteacher is the designated member of staff with responsibility for child protection and he ensures all staff are fully aware of the correct procedures to be followed. The school has developed appropriate working partnerships with social services and other external welfare agencies.
88. The provision for learners with SEN is good. Early identification of pupils with SEN is good, ensuring purposeful support. The school's policy is comprehensive and complies with the code of practice and the framework for inclusive education. The SENCo is efficient and works effectively with class teachers, support staff and the governor with responsibility for SEN. The relationships and support for pupils are good. Good, additional support helps meet the needs of groups of pupils who require literacy enhancement programmes and multi-sensory teaching. Annual reports meet statutory requirements.
89. Teachers and support staff work as a team providing continuity of support and assessment of need. Targets, in individual educational programmes (IEPs) are stated in observable, measurable terms and can be clearly monitored and reviewed. However, the assessment of pupils' attainment and progress is insufficiently diagnostic. Some behavioural programmes (IBPs) are written for pupils exhibiting challenging behaviour and are monitored sufficiently. Parents are fully consulted regarding their child's SEN status; they can speak to the class teacher or SENCo regarding their child's progress at any time. However, outside agency advice is not consistently followed by action plans, for pupils with additional needs.
90. The school recognises the diversity of pupils' backgrounds, and all pupils are treated equally and with dignity and respect. The school ensures that all pupils have equal opportunities to participate in school activities. On occasion, particularly in KS2, teachers are not pro-active enough in challenging pupils' own stereotypical choices and expectations. For example, when working in pairs and groups, pupils frequently choose to work with pupils of the same gender, and mixed gender groupings are not a feature in work or play.
91. Good race relations are promoted successfully and the school values and celebrates diversity. Clear, effective documentation underpins good practice and the headteacher and governing body monitor and evaluate the school's work in this area.
92. The measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are very effective. Such incidents are rare and the school functions well as a harmonious community where all pupils are valued equally.

93. The school actively recognises and respects diversity. Pupils from a wide range of backgrounds have equal access to all aspects of school life. The school knows its pupils well. There are good relations between staff and pupils and between pupils throughout the school. Diversity is very apparent in religious education lessons, where the importance of respect and tolerance is emphasised.

## Leadership and management

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

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

94. Overall, the findings of the inspection match the judgements by the school in its self-evaluation report.
95. The school has very clear and explicit aims, which permeate its life. There is a very strong commitment to promote a caring, family atmosphere in the school. All staff share this sense of vision and work together well to promote it. The headteacher provides a strong lead in this. There is a close and effective working relationship between the headteacher, deputy headteacher and other members of the senior management team to raise standards further and to have high expectations of pupils and staff. A particularly strong feature is the impact of these arrangements in raising standards, particularly in the national tests in KS2 where standards are now significantly higher than they were in 2001.
96. Arrangements to manage the performance of the teaching staff are well established and impact effectively on setting priorities for staff training. The school development plan (SDP) and school action plan following the previous inspection are the product of close co-operation between the professional staff, headteacher and governors.
97. The school takes careful account of the WAG's and local priorities, for example in strengthening pupils' skills in ICT and in developing further links with local schools including the secondary school to which most pupils transfer.
98. The governing body is very supportive of the headteacher, staff and pupils. It is actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors take an active role in the strategic direction of the school and have a clear long-term vision for the school's future.
99. Governors fully understand their responsibilities and they have a good oversight of the budget. They supervise expenditure well. Decisions on expenditure are closely linked to the priorities identified in the SDP and governors make every effort to secure best value for money. The headteacher provides the governing body with regular, comprehensive reports on the curriculum and pupils' progress. This, together with visits to the school, enables governors to have appropriate insight into the quality of provision.
100. Governors meet regularly throughout the school year and fulfil all regulatory and legal requirements. Appropriate policies are in place to meet statutory requirements and these are carefully monitored and reviewed.

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

<b>Grade 2:</b> Good features and no important shortcomings
-------------------------------------------------------------

101. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
102. The headteacher is well informed about the performance of the school and of the standards currently being achieved. There are very good procedures to seek the views of pupils, staff and parents. The governing body is kept up to date about the progress the school is making to meet the targets set by the UA. Co-ordinators lead their subjects well. Many have a very good understanding of what needs to be done or where it is necessary to strengthen and improve areas of concern. These views are based upon well-established procedures for the senior management team and subject co-ordinators to visit classes on a planned basis to evaluate teaching and learning and the success of initiatives that are being pursued. Teachers carefully review the overall performance of pupils in the national tests and other reliable assessments, which are regularly made. This information is well used to assess the progress of individual pupils and to ensure that pupils are working at the levels which match their abilities.
103. The SDP is well constructed and carefully focused on the needs of the school. It is carefully costed. Resource implications are clearly identified and considered. This is reflected in the close links between the SDP and the school's budgeting procedures. Ways of judging the success of spending decisions are clearly identified. The school has made good progress since the last inspection and gives good value for money.

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

<b>Grade 2:</b> Good features and no important shortcomings
-------------------------------------------------------------

104. Overall, the findings of the inspection match the judgements by the school in its self-evaluation report.
105. There is a sufficient number of qualified and experienced teachers who possess a good range of specialisms to provide for the needs of pupils, including those with SEN and the under fives. They work purposefully as a team to provide a secure, supportive and industrious environment for pupils. Learning support assistants and those with NNEB qualifications successfully support teachers and pupils throughout the school day and are valued members of the school community.
106. The school secretary makes a valuable contribution to the smooth and efficient running of the administrative aspects of school life. Ancillary staff, including the caretaker, mid-day supervisors, canteen staff and cleaners, make a valuable contribution to the smooth running and overall good quality of life in the school. The headteacher ensures that all teaching, support and ancillary staff in the school are valued and respected for the contribution they make to the school. There is a very good team spirit shown between all staff.
107. The provision and quality of learning resources throughout the school are good. Recent spending decisions made by the headteacher and governing body, including spending on the new IT suite, has proved to be beneficial to pupils. Teachers make effective use of all available resources to support pupils' learning.
108. The accommodation is adequate for the number of pupils on roll and is clean and well maintained through the vigilance of the school caretaker and cleaners. Teachers successfully provide a bright, stimulating environment for pupils. The quality of display throughout the school is good and effectively celebrates pupils' achievements and stimulates learning. The hall is relatively small for whole school assemblies and physical education, its efficient use is hampered by its location in the centre of the main part of the school, with a number of classrooms and doors opening on to it. The recent improvements in accommodation are proving beneficial to staff and pupils and the school makes good use of all available space.
109. The school has adequate outdoor play areas for pupils and specific areas are set aside for particular year groups. Pupils stay in their own yards and are appropriately supervised by staff.
110. The overall quality of staffing is good and, throughout the school, pupils are given good support by well-qualified and experienced staff, effectively deployed. Teachers have appropriate qualifications and relevant expertise to teach all aspects of the curriculum. They undertake their duties professionally and enthusiastically.

111. Support assistants who have designated responsibilities either with individual pupils or the general school, work efficiently with teachers, and support pupils well. Two teachers from the UA teach pupils with additional learning needs in regular language sessions.
112. The rich learning environment provided by the school is enhanced by sufficient resources that are put to effective use. The new computer suite and classrooms are very good and contribute to the high standards.
113. The management, training and deployment of teaching and support staff are good. All staff, engage in appropriate levels of training to support their professional needs and areas for development. The continual professional development programme is managed effectively and the range of courses and activities undertaken contribute very well to realising the priorities identified in the SDP. The school has developed good processes to ensure that information gained from staff training is disseminated to all members of staff.

## Standards achieved in subjects and areas of learning

### Early Years - Provision for the under-fives

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

114. 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.

#### Good features

#### Language, literacy and communication skills

115. Standards of achievement in language, literacy and communication skills are good, in both the nursery (3-4 year olds) and reception (4-5 year olds).
116. In the nursery class, children's speaking and listening skills develop appropriately. All children enjoy books, stories and share language games. They read and recognise their names on their coat hangers. They enjoy role-play activities and enact the tale of Goldilocks and the Three Bears. Children write and make marks using different pencils, pens, crayons and paints. Many children use recognisable marks to write the beginning of their names and have regular opportunities to write, paint and draw with adults during directed activities. They are all encouraged to share first-hand language experiences such as tasting pancakes and make good observations and ask appropriate questions. In discussion, a few children appropriately explain the reason why they wash their hands before tasting pancakes. All children enjoy and know a range of songs and rhymes extending their use of language, appropriately.
117. Children in the reception class successfully continue to develop their speaking and listening skills. In class, outside and in small group situations they answer and ask questions clearly. They sequence events well and are confident speakers discussing work from their language workbooks. Children take pride in their work and good progress is made in handling different writing tools. They already understand the importance of letter formation and the need for spaces in their sentence writing. Some reception children are emerging as confident writers, showing good overwriting skills, with limited support. Children read along with the teacher, having their own reading books, sharing appropriately when necessary. They enjoy the books and are keen to describe the family members of the elephant family. Most children know the terms, title and author and, in discussion, recall facts about different characters in other recently read books. Some make good progress in reading independently and demonstrate good word recognition and phonic knowledge.

#### Mathematical development

118. Standards of achievement in mathematical development are good, in both the nursery and reception.

119. Children in the nursery make good progress in matching, recognising and counting numbers to five and many count beyond. They regularly use number and mathematical language as part of their everyday activities such as building with bricks, in role-play, when using dough and in their water and sand play. They make good progress in recognising two-dimensional shapes such as circle-shaped pancakes and sort them according to size. In discussion, they compare bigger and smaller containers in water play, and give good reasons why some hold more water than others. Children can count and sort patterns of number regularly in a variety of contexts and appropriately take turns, waiting patiently, in directed mathematical activities.
120. In the reception class, children continue to make good progress. Through focussed and interesting mathematical activities they identify, name and match numbers to 10 consistently in different situations, in both Welsh and English; many have a good understanding of numbers beyond. They understand terms such as less, more, bigger, longer, shorter and taller. In their work with measures, they weigh different fruit, which is sorted into heavy and light sets. Children are able to apply their understanding of positional language in a good variety of relevant contexts; they successfully order numbers to 20 and peg them on a washing line. They identify figures and correctly overwrite these to record their work. Some children develop a good understanding of the concept of addition and have a sound knowledge of two-dimensional shapes. In their cross-curricular work of knowledge and understanding of the world around them, they appropriately sort vegetables according to whether they grow on top or underground.

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

121. Standards of achievement in knowledge and understanding of the world around them are good, in both the nursery and reception.
122. In the nursery, children make good progress in their development of knowledge and understanding of the world around them. The majority of nursery children observe objects around them very carefully. They recognise, name and identify colours in a variety of formats, consistently. All children understand that living things should be treated with care and concern. In role-play, they bath and change their baby dolls and they know that wet nappies need changing and babies need feeding, thus enhancing first-hand experiences of the world around them. Most nursery children can use computers appropriately to support their learning; they successfully manipulate the mouse to request sound or visual effects and match numbers or words with pictures. Through scrutiny, they know that some trees look very different throughout the seasons and that cress seeds need water.
123. In the reception class, children continue to make good progress in their understanding of the world around them. They confidently recall their experiences of holidays and are developing the vocabulary associated with a wide variety of experiences. Children begin to develop an idea of time and talk about events from the past. Some know that cars need petrol and they confidently role-play the fact when visiting the paint shop in the outdoor area. In discussion, children name some healthy foods and explain why eating some food

could damage their teeth. Cooking vegetable soup from a variety of vegetables extends their understanding of the need to eat healthily. In discussion, they accurately recall Mary and Joseph's journey to Bethlehem on a donkey. From a scrutiny of last year's work, visits and visitors play an important part in developing children's knowledge and understanding of the world around them.

### **Physical development**

124. Standards of achievement in physical development are good in both the nursery and reception.
125. In the nursery, children achieve good standards in their physical development. Children develop their skills of fine-control by using pens, pencils, paints and small tools such glue sticks, cutters and scissors appropriately. Children use the indoor climbing frame and slide with increased independence. Children balance, jump and stretch along the larger apparatus with increasing skill development. Children's health and safety knowledge develops appropriately through continual adult instruction. In the safe secure outside environment, children's language development is adult-supported and enriched through first-hand experiences. For example, children in role-play mode, visit the outdoor paint shop, purchase pots of paint in a variety of colours and transport them in their varied wheeled vehicles. They pull, push and peddle with increasing confidence.
126. All reception children demonstrate good progress in their physical development. Fine-motor skills are progressively developed, for example, when adding the fine detail of eyelashes to a self-portrait or sticking a variety of very small items onto card in their creative work. All reception children demonstrate good spatial awareness and physical control when they effectively integrate into the nursery class for daily, gross motor activities on the indoor climbing frame. Children's fine-motor control develops appropriately in water and sand play with some adult directed activities, enriching their language development continually. A well - secured and well resourced outside area promotes continued progress in physical development. Reception children make good use of the school hall to develop increased physical development, using equipment, appropriately.

### **Creative development**

127. Standards of achievement in creative development are good in both the nursery and reception.
128. Children in the nursery paint confidently using bold brush strokes. They experiment with a wide range of materials, media and textures. They confidently and consistently explore the use and mix of colour to express their ideas to represent what they have seen. Children consistently use their decision-making skills, choosing materials to create teddy bears' clothes and experiment with wool and felt making faces on painted plates. They make good use of opportunities for role-play and, in discussion, know that Tinkerbell is a character from Peter Pan. Children confidently perform in school assemblies; they demonstrate the large Chinese dragon they helped create, well. They sing a variety of songs in Welsh and English and accompany taped music. They enjoy

creating their own music, using instruments on the music table, and the majority distinguish between loud and soft sounds.

129. Reception children demonstrate progression and independence in their creative work. In discussion, they describe how they obtained a variety of texture and detail aspects of the mix of colours. Children paint and chalk boldly, in large and small dimensions, often independently outside the classrooms. They demonstrate good observation skills in their still-life drawings of an apple and swede in their study of vegetables. Children demonstrate good manipulative skills when completing their dough teddy bears. Pupils' use of ICT enhances their creative experiences, as demonstrated in their scenes of potted plants in bright sunshine.

### **Personal and social development**

130. Standards of achievement in personal and social development are good in both the nursery and reception.
131. Children under five are developing good awareness of their own needs and those of others. They leave their parents without fuss and follow well-established hygiene routines throughout the day. All are happy and secure in their environment and build up good relationships with staff. They work together contented in small groups around teacher-directed activities or in individual play. All children's behaviour is good and most co-operate effectively in all aspects of their work and play. They have a growing understanding of what is right and wrong, sharing equipment, helping each other and make good progress in developing respect for rules. All children make good progress in learning to take turns, and wait patiently until directed. They are eager to demonstrate and share their feelings and achievements with adults.
132. In the reception, all children continue to make good progress in their personal and social development. They know the importance of listening carefully, demonstrate good attitudes towards their work and respond very well to routines and new learning experiences. The majority of reception-aged children develop a good ability to concentrate for lengthening periods of time, and their work increases in accuracy. Many demonstrate responsibility for selecting and clearing away resources and for going on adult-directed messages throughout the school. All reception children demonstrate outstanding routines of behaviour, when working in the new ICT suite, extending their cross-curricular knowledge and levels of achievement.

### **Shortcomings**

133. A few children in both the nursery and reception classes find difficulty listening to the contribution of their peers or class teacher.
134. Some pupils' skills at listening to the chosen speaker are underdeveloped in both the nursery and reception classes.

## 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

135. In both KS1 and KS2, pupils listen carefully and maintain good levels of concentration during their lessons. In KS1, pupils speak confidently with adults and between themselves when, for example, they discuss the characters of figures in stories they read. They play a part enthusiastically when pretending to be a 'cuckoo clock' or 'a fridge.' In KS2, pupils practice reading and speaking aloud in front of an audience so that they perform clearly and with expression. Across the school, pupils answer questions with interest and enthusiasm. In both key stages, pupils read well and show a liking for reading. In KS1, they are developing good skills in using the sounds letters make to read unfamiliar words. They read expressively with their teachers, for example, when reading 'Peace at Last.' They make good use of the range of opportunities there are to read with their teachers and with others. Pupils in KS2 have well developed abilities to discover information for themselves and to use a range of reference resources and techniques. They read expressively and enjoy their books.
136. Pupils in both key stages write for a range of purposes confidently. For example, in KS1, pupils complete book reviews and diaries. They are beginning to use dictionaries accurately to spell unfamiliar words. They chose words carefully to improve their writing. They are beginning to appreciate and apply the basic rules of punctuation.
137. In KS2, pupils continue to write well for a range of different purposes. For example in Year 6, pupils are able to retell the story of Branwen accurately in their own words. Older pupils in Year 4 write interestingly about the Aztec civilization. They appreciate the sounds letters and words make. For example, in a lesson on alliteration, pupils see patterns and rhythms in syllables and words. They recognise and develop adjectival phrases. They apply rules of punctuation and paragraphing accurately. In Year 6, pupils write 'Haiku' poems freely and confidently understanding the shape and organisation of this form of writing.

### Shortcomings

138. The quality of pupils' handwriting and the general presentation of their work vary unduly between classes and within classes. Not all pupils know how to hold pencils and other writing tools properly or know how to form their letters neatly. Not all pupils are sufficiently aware of the need to maintain a neat style of handwriting in all their work.

## Information and communications 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

139. Word processing skills develop well across both key stages. KS1 pupils produce work in a range of different formats, varying layout and font. For example, able KS1 pupils choose the correct icon, change font size, write good sentences about their favourite family member and independently insert an appropriate picture.
140. In KS2, pupils continue to develop their word processing skills well. For example, after a visit to Stormydown quarry, pupils generated and presented their writing for different audiences. Other KS2 pupils wrote an article for the school newspaper about the opening of the sports field using a variety of fonts and inserting graphics. They are aware of how a newspaper is set out.
141. Data handling is developing appropriately through the key stages. KS2 pupils are aware of the importance of accurate information and instruction. In geography, pupils record a continuous graph to demonstrate average monthly rainfall and produce fitness profiles, comparing pulse and breathing rates in physical education.
142. All pupils make good use of the interactive white boards. KS1 pupils listen to a book about elephants, turn the pages appropriately and label objects with the correct phonic sound. KS2 pupils select the correct icon, copy, resize and move their fish, in the design of their tropical fish tanks.

### Shortcomings

143. Pupils' use of email to contact other schools is underdeveloped.

## 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

144. In both key stages, pupils are developing their knowledge and understanding of artists and designers in a range of media and from different cultures and contexts including Welsh artists. For example, in Year 5 pupils develop good skills in painting in the style of Cézanne when completing still life drawings using a variety of media.

145. In KS1, pupils understand the way tone and colour can convey messages and feelings. They mix and blend colours to produce a desired impact. They evaluate their own work and that of others fairly. They draw shapes carefully, showing a growing awareness of dimensions and inter-relationships. They use a range of materials well to make pictures and collages.
146. In KS2, pupils experiment freely to establish 'the form' they wish to create in a collection of objects. They think carefully about the balance and overall shape of their subjects. They use materials very carefully when making collages or when applying different techniques to their pastel drawings. They use tools confidently to produce repeated patterns. They appreciate the need to apply and control the materials they use carefully. They vary and modify their designs to produce different effects.

### Shortcomings

147. Pupils' skills in producing work in three dimensions are less well developed than their skills in using different media in two dimensions.

## Music

- Key Stage 1**    Grade 2:    Good features and no important shortcomings  
**Key Stage 2**    Grade 1:    Good with outstanding features

### Good and outstanding features

148. From early in KS1, pupils appreciate and enjoy music. They follow simple rhythms accurately and accompany each other confidently, carefully counting the beats. They use their voices expressively and sing songs from memory. They hold a melody and sing well in small groups, in assemblies and in school productions.
149. In KS2, pupils build very well on their previous experiences. They understand the dynamics of a piece of music. They know the value of silences and spacing in a composition. They appreciate tone and texture when appraising a piece of music. A particular outstanding feature is the way they compose and record their own music, using simple notation. They perform their finished pieces confidently and smoothly. They evaluate their own and other's efforts accurately and sensitively. Older pupils recall previous learning very well, for example, when listening to Malcolm Arnolds' Peterloo Overture. A striking feature is the thoughtful way that they empathise with the tone and mood of the music and express the feelings the music arouses in them. They sing in groups and in choirs very tunefully. They maintain complex harmonies and rounds very well.

### Shortcomings

150. In KS1, younger pupils' skills in composing and refining their own ideas are less well developed than their other skills in music.

## 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

151. Throughout both key stages, pupils understand the need to warm muscles before any vigorous activity, have a good understanding of the effect of exercise on their bodies and the need to cool muscles down, afterwards. The majority of pupils lift, carry and place equipment efficiently and with due regard for safety. All pupils change into appropriate clothing and those not participating evaluate the physical performance of others and how performance could be enhanced.
152. Pupils in both key stages make appropriate progress in gymnastics. In KS1, pupils approach their lessons with confidence and use all available space well. Pupils travel with a change of pace, direction and level. KS2 pupils make good progress as they perfect twisted, wide, long and balanced shapes using the large apparatus. They demonstrate good skills as they improve their sequences, working collaboratively.
153. Pupils in KS2 demonstrate good knowledge of Welsh dancing. Most interact well with each other, listen and dance to taped music. They discriminate and describe differences between a line, circle and round type of Welsh-folk dance, competently expressing their favourite choice.
154. Pupils make good progress in swimming with most of them gaining a personal achievement award; many pupils representing the school in swimming competitions.
155. Pupils' attacking, dodging and defending skills are developing well. By the end of KS2, pupils illustrate that they have refined and controlled these skills effectively and can adapt to competitive games. They exhibit good sporting behaviour.
156. Pupils make good use of the outstanding range of extra-curricular activities. There are equal opportunities within most team games and these activities make an important contribution to the development of pupils' skills. As a result, they perform very well in most team games with reports of very good behaviour when representing the school.

### Shortcomings

157. Some pupils' knowledge and understanding of how to handle apparatus appropriately considering all health and safety aspects, is underdeveloped.

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

158. Staff and Governors have considered the outcomes of the Inspection and agree that they fairly reflect the work of the School. They accord identically with the School's Self-Evaluation across the Seven Key Questions.
159. The recommendation will be addressed in a Post-Inspection Action Plan, which will be incorporated into the School Development Plan as soon as possible.
160. The aim of the inspection was to 'help move the School forward' and we feel that this process has been achieved. Our Self-Evaluation procedures will continue to be developed, recognising our strengths and building upon them, thus identifying clear areas for further improvement.

## Appendix A

### Basic information about the school

Name of school	Newton Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	New Road Porthcawl
Post-code	CF36 5BL
Telephone number	01656 782431

Headteacher	Mr D A Jones
Date of appointment	1 <sup>st</sup> November 1984
Chair of governors/ Appropriate authority	Mr J Bunker
Registered inspector	Mr Peter Mathias
Dates of inspection	7 <sup>th</sup> – 10 <sup>th</sup> February 2005

## 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	24	27	26	32	27	34	32	35	237

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	8.1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24.1
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection					
Term	N	R	KS1	KS2	Whole School
Autumn 03	90.6	92.1	N/A	N/A	94.2
Spring 04	91.5	94.1			94.4
Summer 04	94.1	93.3			95.3

N/A = Not available

Percentage of pupils entitled to free school meals	17.4%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix C

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

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					29
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	3	0	14	48	34	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	3	0	14	52	31	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	3	0	14	52	31	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	3	3	7	52	34	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	3	0	7	62	28	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	3	0	14	52	31	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83	In Wales	79

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

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

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		45							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School						5	2	26	67	
		National					1	6	16	45	31	
	Test/Task	School	5						2	21	72	
		National		2				5	12	38	40	
Welsh	Teacher assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher assessment	School						2	6	33	58	
		National						4	19	46	30	
	Test/Task	School		2				5	7	30	56	
		National						4	18	42	33	
Science	Teacher assessment	School							2	35	63	
		National						2	13	49	35	
	Test/Task	School							2	37	61	
		National						1	9	48	39	

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	93	In the school	93
In Wales	70	In Wales	72.2

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

## Appendix D

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

- A team of three inspectors who were present at the school for 9 inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Thirty-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.
- Forty-nine 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 end and beginning 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	Context Summary and Recommendations Key Questions 2, 5 and 6 Contributions to Key Question 1 English Music Art
Mrs Janet Warr Lay Inspector	Contribution to Key Questions 1, 3, 5 and 7
Mrs Julie Jones Team member	Contributions to Key Questions 1, 3, 4 and 7 Provision for Early Years Information technology Physical education

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