

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

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

**Osbaston Church in Wales School  
Osbaston Road  
Osbaston  
Monmouth  
Monmouthshire  
NP25 3AX**

**School Number: 6793032**

**Date of Inspection: 19 – 22 March 2007**

**by**

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Osbaston Church in Wales 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 Osbaston Church in Wales School took place between 19/03/07 and 22/03/07. An independent team of inspectors, led by Sheelagh Barnes undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. This is a new school, situated close to the centre of the town of Monmouth. It was formed by the amalgamation of the infant and junior schools which were previously on the site. The school is of average size, with 198 full time pupils, aged four to eleven. Children start in the school in the reception class. Boys and girls attend from the town and surrounding areas, including homes on the Herefordshire border. The classes are housed in two buildings, quite far apart. Younger children are taught in one and junior pupils in the other. The school has nine teachers (seven full time equivalent) and five learning support staff.
2. The intake reflects the full range of ability and attainment on entry is slightly above average overall. The pupils come from homes which are in the main neither prosperous nor economically disadvantaged and pupil mobility is low. Nearly all come from a white Welsh or English background and speak English as their main language at home. The proportion of pupils who are known to be eligible for free school meals are well below the local and national average at three and a half per cent. The number of pupils on the school's register of special educational need (SEN) is lower than in most schools at around eight per cent. Two pupils have a statement of their needs. The current head took up post when the school was formed in September 2005.
3. As it is a new school, there has been no previous inspection.

### The school's priorities and targets

4. The school's vision statement is:  
The school aims to provide a happy, safe learning environment along with a variety of experiences suited to each pupil's needs and aptitudes in the seven years they are in the school.
5. Long term priorities outlined in the school improvement plans include:-
  - To develop leadership and management throughout the school.
  - To ensure that staff subject knowledge in numeracy and literacy is of the highest level and developed to a high level in all other areas.
  - Develop assessment and target setting systems to allow monitoring of pupils' progress so as to meet individual learning needs and promote high expectations.
  - Develop the school's ethos, values and vision so as to promote individual pupils' sense of self worth and of belonging to the school community.
  - Develop a creative curriculum utilising the local environment and links with the community for learning opportunities.
  - Develop the facilities and resources available to pupils and staff.

## Summary

6. Osbaston Church in Wales School provides a good education for all its pupils. There are outstanding features in the information the school provides for parents and others on its web site and in the manner in which it quickly and seamlessly inducts pupils into one whole school community. Pupils achieve good standards, both academically and in their personal development. They achieve, and sometimes exceed, their agreed learning targets and goals. The head teacher provides the school with good leadership and he is well supported by the staff and school governors. The school has made good progress since it was formed in September 2005.

### Table of grades awarded

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

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

### Areas of learning for under-fives

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

8. Children make good progress in developing their key skills. They are well prepared for the next stage of their education.

### Grades for standards in subjects inspected

Inspection Area	
Under 5s	Grade 2
English	Grade 2 at both key stages
Welsh second language	Grade 2 at key stage 1 and Grade 3 at key stage 2
Mathematics	Grade 2 at both key stages
Science	Grade 2 at both key stages
Information technology	Grade 2 at both key stages
History	Grade 2 at both key stages
Geography	Grade 2 at both key stages
Design technology	Grade 2 at key stage 1 and Grade 3 at key stage 2
Art	Grade 2 at both key stages
Physical education	Grade 2 at both key stages
Music	Grade 2 at both key stages
Religious education	Grade 2 at both key stages

9. Pupils of all abilities, including those with special educational needs, make good progress throughout key stage 1 and key stage 2.
10. At the end of key stage 1, pupils' attainment in the 2006 National Curriculum subject of English, mathematics and science as judged by teacher assessment (SATs) was well above average when compared with National expectations. When compared with similar schools in Wales, based on the number of pupils entitled to receive free school meals, standards were in the top twenty five per cent in English, mathematics and science.
11. At the end of key stage 2, the 2006 National Curriculum results in the core subjects of English and science were above average. When compared with similar schools in Wales using National data, they were in the top fifty per cent. Results in mathematics were well above average and in the top twenty five per cent.
12. Pupils' standards of achievement in lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4.6%	90.8%	4.6%	0%	0%

13. Standards of pupils' achievement in key skills in key stage 1 and key stage 2 are overall good. They are good in speaking and listening skills, reading, writing, numeracy and in using information and communications technology (ICT). Pupils' bilingual skills develop well at key stage 1, but whilst good at key stage 2, there are shortcomings in their confidence and in the breadth of pupils' vocabulary. As they mature, pupils develop a good overall knowledge and understanding of what they are doing but are sometimes less aware of what they need to do to improve their work.
14. In both the infant and junior sections of the school, pupils display high levels of good behaviour. They make good progress in their personal, social and moral

development. Pupils like school. Attendance is monitored rigorously. Whole school attendance averaged 94.2 per cent for the three terms preceding the inspection. This is above the national average for primary schools in Wales and is nearing the school's own target of 95.0 per cent.

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

15. Teaching is good. No lessons had shortcomings in important areas. The substantial majority of lessons had no important shortcomings. The quality of teaching was good with outstanding features on occasions at key stage 2.
16. The school has established a good system of assessing pupils' achievement, progress and attainments. Assessment of non-core subjects is being further developed and refined. Teachers make good use of standardised tests and information gained to focus on the pupils' learning needs. They share objectives with pupils at the beginning of lessons and check with them at the end of the session whether they have fully understood. Teachers mark pupils' work regularly and offer appropriate guidance on how individuals can improve their work. However this information is sometimes not explicit in telling pupils exactly what their next target for improvement needs to be. Teachers do not always involve pupils in planning their own progress as fully as possible.
17. The curriculum is good. It is broad and balanced, and builds systematically on what pupils already know and can do from reception onwards. It reflects the requirements of the National Curriculum and the locally agreed syllabus for religious education and complies with the legal requirements. *Y Cwricwlwm Cymreig* features prominently in the whole life and work of the school and positively reinforces pupils' knowledge and understanding of their Welsh culture and heritage.
18. The provision for pupils' spiritual, moral, social and cultural development is good. Pastoral care of pupils is good and has high priority. Teachers apply the school's behaviour management policy consistently and act as positive role models. The school expects and encourages high standards of behaviour and does not tolerate bullying or inappropriate behaviour. The personal and social education programme is well planned and impacts positively on pupils' standards of achievement and personal development. This is a strength of the school. Pupils take responsibility willingly in and around the school as a result. The sense of community is a strong feature of the school.
19. The school's partnerships with parents, the local community, local secondary school and higher education institutions are good and these links enrich the life and work of the school. When children start school there is an effective period of gradual induction. The induction arrangements into all stages of the school are an outstanding feature. The arrangements for transferring year 6 pupils to the secondary school to which most pupils transfer are also exceptionally good and ensure as far as possible a smooth transition. The provision of information for parents and others in the form of the school web-site, is excellent.

20. The school's provision for ensuring the healthy development, safety and well-being of all pupils has good features and no important shortcomings. Child protection arrangements are good. Provision for pupils with additional learning needs is good. Within the constraints of the resources available, the school provides good, additional support to meet the needs of the different groups of pupils identified. Good use is made of outside agencies to support pupils requiring further assistance. The quality of provision for equal opportunities is good and high priority is given to the inclusion of all pupils in all activities. The school is accessible to disabled pupils and parents.

### **Leadership and management**

21. The governors, head teacher, co-ordinators and staff all work together effectively. The quality of leadership of the head teacher is good. His management is positive and gives clear direction, through positive values and whole school aims, to the work of the school. There is good teamwork amongst the staff, which enables the two sites to operate effectively. Shared aims and values, which promote equality for all, are well reflected in the work of the school. The school takes good account of national priorities, local partnerships and cluster arrangements. Leadership has set realistic and challenging whole school targets. The role of the subject co-ordinators in monitoring progress in their own subject is as yet underdeveloped. This has been identified as a priority in the school development plan.
22. Governors are strongly supportive of the school and have a good knowledge of its strengths. They diligently discharge their supervisory role and demonstrate their interest in setting the schools strategic direction. The role of the governing body in monitoring the quality of provision is not yet fully developed. The school complies with the statutory requirements and takes note of Welsh Assembly Government guidelines.
23. The quality of self-evaluation has good features that outweigh shortcomings and inspection confirmed the school's judgements in six of the seven key questions. The inspection team awarded a higher grade for key question 5 as they had the benefit of seeing measured improvements in all aspects of provision since the self-evaluation report was written last autumn. However, the self-evaluation process is not yet embedded as part of strategic planning as this is a new school. Tracking systems have been set up but trends over time, to measure value added improvement, cannot be identified, due to lack of historical statistical information. The school has, however, used available data to set challenging targets for both pupil and school improvement.
24. The acquisition of resources is clearly linked to the school's priorities. The school has a sufficient number of teachers and support staff to provide a range of relevant learning experiences and activities covering all aspects of the school's curriculum. It makes good use of staff expertise to enhance many areas of learning and for extra curricular activities. The quality of resources in the school is sufficient to meet the varying abilities of the pupils, and materials are used judiciously. The accommodation provides a suitable setting for learning, and for the number of pupils on roll. However, the distance between

the two buildings does require careful management, although it does not impinge on standards in any way.

25. The head teacher and the governing body monitor the budget carefully. Financial management is good. The school uses its budget efficiently and effectively to ensure good standards of teaching and learning. The school provides good value for money and progress in the last eighteen months, since the school's inception, has been good.

## Recommendations

- R1 Develop the monitoring role of co-ordinators and governors. \*
- R2 Improve pupils' bi-lingual skills and confidence at key stage 2. \*
- R3 Develop assessment and target setting further and share information more consistently with pupils. \*
- R4 Raise standards in subjects which, while good overall, have some shortcomings.

\*These recommendations have already been identified by the school as areas for development in the school development plan.

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

26. The findings of the inspection team match those of the school's own self-evaluation.
27. Pupils' achievement is good and they achieve their agreed learning targets and goals. Pupils from all groups, including those with additional learning needs make good progress towards fulfilling their potential and moving on towards the next stage of their learning.

#### Areas of learning for under-fives

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

28. 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.
29. Children make good overall progress in all six areas of learning for the under fives. They make good progress in developing their key skills. They listen well and are starting to develop into confident speakers. Bilingual, creative and problem solving skills are beginning to develop well. These children enjoy looking at books and having stories read to them. They recognise simple, familiar words, such as their names. More able children are beginning to learn to write other words as well. Most children recognise a few numbers and many count reliably. Most have good keyboard skills and overall all children are very well prepared for the next stage of their education.

#### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh (second language)	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Design technology	Grade 2	Grade 3

Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Music	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

30. Pupils' standards of achievement in lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4.6%	90.8%	4.6%	0%	0%

31. These grades exceed the 2007 Welsh Assembly Government targets for 98 per cent to be Grade 3 and above and 65 per cent to be grade 2 or better.
32. At the end of key stage 1, pupils' attainment in the 2006 National Curriculum subject of English, mathematics and science as judged by teacher assessment (SATs) was well above average when compared with national expectations. When compared with similar schools in Wales, based on the number of pupils entitled to receive free school meals, standards were in the top twenty five per cent in English, mathematics and science.
33. At the end of key stage 2, the 2006 National Curriculum assessment results in the core subjects of English and science were above average. They were in the top fifty per cent when compared with similar schools in Wales. Results in mathematics were well above average and in the top twenty five per cent.
34. Pupils of all abilities, including those with special educational needs, make good progress throughout both key stage 1 and key stage 2. They achieve their agreed learning targets and goals. There is no significant difference in the performance of boys and girls. As they mature pupils develop a good overall knowledge and understanding of what they are doing but are sometimes less aware of what they need to do to improve.
35. Standards of pupils' achievement in key skills in key stage 1 and key stage 2 are good overall. The vast majority display good speaking and listening skills and respond well in class discussions and to questions by their teachers. They read a wide range of topics and most pupils write with increasing accuracy across all subject areas.
36. The pupils use their mathematical skills very well to investigate and seek information on a variety of topics, and make exceptionally good use of ICT resources and the Internet to support and enhance their learning as well as in their homework. Skills in using ICT are good, due to the good opportunities pupils are given to practise them.
37. Pupils' bilingual skills develop well at key stage 1, but whilst good at key stage 2, there are shortcomings in their confidence and in the breadth of pupils' vocabulary.
38. Pupils' problem solving skills are developing well and they use their creative skills effectively in a variety of contexts. The pupils are good at working

together in small groups or in pairs, and generally concentrate well and remain on target when completing specific individual tasks, which they are set. Pupils develop a good capacity to learn independently, which equips them very well for later life.

39. In both the infant and junior sections of the school, pupils display high levels of good behaviour. Pupils are courteous, considerate and interact well with each other and with the adults in school. From the early years on, pupils understand right from wrong and demonstrate a high degree of self-discipline. They enjoy school and work with diligence and motivation.
40. Pupils make good progress in their personal, social and moral development. They demonstrate care and consideration for each other and respect the fact that others may hold views that are different from their own. In this way they are well prepared for future participation in the workplace and the community.
41. Pupils like school. Whole school attendance averaged 94.2 per cent for the three terms preceding the inspection. This is above the national average for primary schools in Wales and is nearing the school's target of 95.0 per cent. With few exceptions pupils arrive on time. Names of latecomers are recorded. Registration is completed promptly at the beginning of the morning and afternoon sessions and provides an opportunity to exercise and improve knowledge and understanding of Welsh. Registers are neatly maintained and completed in accordance with statutory requirements. Lessons throughout the day begin on time.

## The quality of education and training

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

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

42. The findings of the inspection team match those of the school's own self-evaluation.
43. The quality of teaching was judged as follows in the lessons observed:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4.6%	90.8%	4.6%	0%	0%

44. No lesson was observed that had shortcomings in important areas and the substantial majority of lessons had no important shortcomings. The quality of teaching was good with outstanding features on occasions at key stage 2. These grades exceed the figures given in The Chief Inspector of Schools in Wales most recent annual report when 79 per cent of lessons were deemed to be grade 2 or better.
45. A consistent feature of all lessons is the in the good relationship that exists between pupils, teachers and other adults. This creates a good working environment that fosters learning throughout the school. Where there are outstanding features, these are due to excellent planning, clear and challenging delivery and a brisk pace. Shortcomings include teachers' lack of confidence in subjects that they do not normally teach.
46. Teachers plan effectively and learning intentions are made clear to pupils. Pupils are effectively stimulated and challenged to do their best. Questions are used effectively to reinforce previous learning and to make pupils think carefully about what they are being taught. Plenary sessions at the end of lessons are used to good effect.
47. Teachers' knowledge and understanding of the subjects they teach is good and they are well aware of recent developments in primary education. They are up-to-date with national priorities and developments in each subject, as well as with the needs of young children and the pupils in their care. Lessons proceed briskly, in the main and the work is generally well matched to pupils' ability and prior attainment.
48. Resources and different teaching methods, such as drama, are used well to make lessons interesting. For example, pupils in Year 2 enacted an interview with Thomas Faryner to develop their knowledge of the Fire of London. This type of activity engages learners thoroughly and ensures their active involvement. The work is often based on pupils' own experiences, such as the study of their locality following a geography trip, and this makes lessons more meaningful to them.

49. Lessons generally engage all pupils and successfully promote equality of opportunity irrespective of age or ability. Teachers and other adults are vigilant in helping and encouraging pupils engaged in individual or small group work. Teachers and classroom support staff monitor and review pupils' progress effectively.
50. Teachers and other staff work effectively to develop pupils' language skills. However the school readily admits that the development of bilingual skills is an area for further development.
51. The quality of assessment and recording is good overall. A whole school system of assessment tracks pupils' progress over time. Teachers make good use of standardised tests to assess pupils' progress. They use the information gained to focus on the pupils' learning needs. Teachers effectively analyse test results to plan future work and to raise standards. Assessment of non-core subjects is being further developed and refined.
52. Teachers share objectives with pupils at the beginning of lessons and check with them at the end of the session whether they have fully understood. Teachers mark pupils' work regularly and offer appropriate guidance on how individuals can improve their work. Pupils are thus aware of the steps they are taking in their learning. Marking of work provides helpful advice. However it is sometimes not explicit in telling pupils exactly what their next target for improvement needs to be and does not always involve pupils in planning their own progress as fully as possible.
53. Annual reports to parents about their children's progress conform to statutory requirements and are of good quality. They contain evaluative comments on pupils' achievements and skills in every subject. Reports also outline clear targets for improvement.

**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**

54. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
55. The aims of the school provide a good foundation for the planning and organisation of its work. The curriculum is broad and balanced, and builds systematically on what pupils already know and can do. It reflects the requirements of the National Curriculum and the locally agreed syllabus for religious education. The curriculum complies with legal requirements.
56. Throughout the early years and both key stage 1 and 2, pupils enjoy a good range of experiences and learning opportunities that are well matched to their stage of development and learning needs. Continuity and progression in learning are effectively ensured through well constructed whole school policies

and comprehensive schemes of work for all subjects. Planning for key skills is good although the school acknowledges that there are still some shortcomings in staff confidence in developing pupils' bilingual skills. Opportunities for pupils to develop their bilingual skills in a range of school activities are variable.

57. 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. The under-fives teacher and support staff work co-operatively to review provision and ensure continuity and progression in children's development across the six areas of learning.
58. Pupils take part in a wide range of good quality extra-curricular sporting, artistic, musical and other activities that are open to all; these opportunities, together with residential experiences and visits to the community and further a-field enrich pupils' learning experiences and help promote their sense of belonging, and their knowledge and understanding of the heritage and culture of Wales.
59. The provision for pupils' spiritual, moral, social and cultural development is good. School assemblies are occasions of a broadly Christian nature that offer good spiritual and moral guidance and promote a strong sense of community. Pupils have good opportunities for quiet reflection to relate the issues and topics discussed to their own experiences.
60. The personal and social education programme is well planned and impacts positively on pupils' standards of achievement and personal development. Pupils take responsibility willingly in and around the school and participation in the school council helps them to develop an understanding of living in a community. Pupils' values and attitudes are good and these are reflected in the good relationships, self-discipline and sense of community that are a strong feature of the school.
61. The school's partnerships with parents, the local community, local secondary school and higher education institutions are good and these links enrich the life and work of the school. Appropriate provision is made to ensure equality of access and opportunity for all learners throughout the school.
62. Parents are supportive of the school and they value the efforts and commitment of the head teacher and staff for the well-being and education of their children. Parents are kept well informed through the prospectus and annual report of the governing body, regular newsletters, daily informal contact and through regular opportunities to meet teachers to discuss their children's work and progress.
63. *Y Cwricwlwm Cymreig* features prominently in the whole life and work of the school and positively reinforces pupils' knowledge and understanding of their Welsh culture and heritage. Pupils' understanding of other cultures is well promoted through the wider curriculum and subjects such as art, music, history, geography and religious education.

64. The school's work related education contributes to the broadening of pupils' understanding and experience of the world of work. The school has forged useful links with a range of organisations. Recent visits have been made to a supermarket and a bakery, museums and heritage centres. Occasionally visitors come in to school to talk to pupils about their work experiences. These visits and visitors make a useful contribution to raising pupils' standards of achievement and help develop pupils' understanding of the world of work.
65. Opportunities provided by organisations such as Career Wales to support staff training and development through secondments with outside organisations have not been fully exploited lately.
66. Provision to increase pupils' understanding and awareness of sustainable development is good. Pupils' knowledge of environmental awareness is developed through conservation initiatives such as waste reduction and recycling. Pupils have planted trees around the grounds to enhance the environment and support the concept of sustainable development. Paper is collected for processing and fruit and vegetable scraps are composted. A pupil run Eco committee is emerging, whose purpose is to help promote sustainability and global citizenship awareness throughout the school. The school is working towards achieving the Eco schools' bronze award.
67. The development of pupils' entrepreneurial skills is promoted well through various activities. From the early years on, children begin to develop problem solving skills during their role-play activities and make considered decisions. The school council is considering ways of spending its small budget effectively and is currently exploring the possibility of running a fruit tuck-shop. Older children have successfully organised fund raising events in support of worthy causes.
68. The school is effective in laying the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic and to respect the needs of others. This is a strength of the school. Pupils' personal qualities, such as kindness, truthfulness and forgiveness are well developed through circle time, assemblies and structured pupil discussions.

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

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

69. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
70. Pastoral care of pupils is good and has high priority. Pupils confirm they feel safe and well supported by the adults who work at the school. Parents also report that their children are happy at school. There are effective procedures to monitor and support pupils' academic progress, their social development and their personal welfare. Teachers know their pupils well and are sensitive

to their needs. All pupils benefit from the school's determination to include them fully in both its academic and social life.

71. The school maintains a strong partnership with parents and carers in caring for, supporting and guiding their children. The school operates an effective home/school agreement. The prospectus, issued to each parent, provides a good overview of the school's aims and procedures. Parents are kept in touch with events through notices and newsletters. The school's website is excellent and another source of useful information. Formal parent/teacher consultations occur three times per year, and informal contact with teachers occurs daily. The views of parents are sought through personal contact and questionnaires. The school has an established an effective Parent-Teacher Association which raises substantial sums for additional resources and equipment. The governors issue a written report annually and arrange a meeting for parents to discuss its contents. School reports indicate progress made and include targets for future development.
72. When children start school there is an effective period of gradual induction; they generally settle easily into school life and quickly learn the routines. Parents are fully involved in the process and this helps establish a very effective working partnership. The process of induction and transfer are clearly defined on the school's website. Arrangements for receiving children who join at a later stage are equally effective. These arrangements comfort and assure young children in what for many, is their first prolonged separation from home. The induction arrangements are an outstanding feature of this school.
73. The arrangements for transferring year 6 pupils to the secondary school to which most pupils transfer are also exceptionally good and ensure as far as possible a smooth transition. The arrangements are common to all schools in the feeder schools' cluster. Through questionnaires the views of year 7 pupils and their parents are sought in order to monitor and improve further the transfer arrangements.
74. The school provides high quality personal support and guidance for learners. Teachers and classroom assistants have excellent relationships with pupils and are fully aware of individual needs. In addition, there are established links with a wide range of outside agencies that provide specialist advice and practical help as required. The school council and the newly established Eco committee allow pupils a say in the running of the school.
75. Registration periods are administered promptly at the start of the morning and afternoon sessions. Registers are regularly reviewed by the head teacher and education welfare officer (EWO). 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 can be mapped and individual patterns analysed. The school takes appropriate action to investigate any unexplained absence. Good attendance is acknowledged and rewarded. Parents and carers are encouraged to get their children to school on time, but

a few are late arriving. The education welfare officer is available to provide the necessary support should the school have any concerns.

76. Teachers apply the school's behaviour management policy consistently and act as positive role models. Older pupils willingly help younger ones, such as assisting at break times when children are kept in through wet weather.
77. The school's provision for ensuring the healthy development, safety and well-being of all pupils has good features and no important shortcomings. Health and safety issues are properly addressed with fire, electrical and other equipment regularly checked. There are good day-to-day systems in place to deal with any pupils who have an accident or who feel unwell during the day. The school regularly reviews and updates pupils' contact details.
78. Child protection arrangements based on LEA guidelines, are well documented and understood by all who work at the school. The head teacher (and in his absence the deputy head) is the designated person responsible for child protection issues. He ensures staff all receive regular training, are vigilant and recognise the signs that a child may need protection.
79. Provision for pupils with additional learning needs is good. Careful consideration is given to the requirements of pupils, and the SEN Co-ordinator (SENCo) and staff effectively implement procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning. The relationships and support for pupils with SEN is good.
80. Within the constraints of the resources available, the school provides good, additional support to meet the needs of the different groups of pupils identified. The school is sensitive to issues of inclusion and equal opportunities when allocating support for both in-class and withdrawal groups. The needs of more able pupils are met through planned differentiation in lessons and group withdrawal sessions taught by the head teacher.
81. Individual education plans are drawn up by the SENCo and teachers. These form the basis of the learning programme for pupils with additional learning needs. Pupils are given clear targets, which are measurable and achievable over the short term but pupils are not usually involved in the evaluation of these targets. Good liaison links are in place to involve parents in the reviews, which take place at least three times a year.
82. Good use is made of outside agencies to support pupils requiring further assistance. Currently there are two pupils with statements of SEN, eight pupils have been identified as requiring school action, and six pupils requiring school action plus. All these pupils make good progress.
83. The school expects and encourages high standards of behaviour and does not tolerate bullying or inappropriate behaviour. The school has good policies in place to reward and promote good progress and behaviour. These are consistently applied by all staff throughout the school and pupils learn effectively without interference or disruption.

84. The quality of provision for equal opportunities is good and high priority is given to the inclusion of all pupils in all activities. Staff recognise the diversity of pupils' backgrounds and ensure that all pupils are valued equally and are treated with respect. Stereotypes are challenged and gender equality promoted. Boys and girls have equal access to the curriculum and all other activities in the school.
85. Good race relations are promoted successfully through the overall supportive and caring nature of the school, through aspects of the personal and social education programme and through the school's effectively implemented policies for equal opportunities and racial equality. Staff and pupils recognise, respect and celebrate diversity.
86. The school has good provision to ensure that disabled pupils do not suffer from less favourable treatment. The admissions policy gives equal opportunities to all pupils seeking a place at the school and the school is suitable for wheelchair users.
87. There are effective measures in place to eliminate oppressive behaviour, including bullying, racial discrimination and all forms of harassment. The school monitors and responds to any incident promptly. The school functions as a harmonious and happy community where all pupils are valued and respected equally.

## Leadership and management

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

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

88. The inspection team do not agree with the school's evaluation of a grade 3 as the team has seen measured improvements in all aspects since the self-evaluation report was written last autumn.
89. The quality of leadership shown by the head teacher is good. His management is positive and gives clear direction, through positive values and whole school aims, to the work of the school. Since his appointment eighteen months ago and with the support of the deputy head and senior management team good progress has been made. There is good teamwork amongst the staff, which enables the two sites to operate effectively. The inspection team agreed with the head teacher's evaluation that the role of the subject co-ordinators is under-developed.
90. Shared aims and values, which promote equality for all, are well reflected in the work of the school. This promotes an effective contribution to pupils' personal, moral, social and educational development.
91. The school takes good account of national priorities, local partnerships and cluster arrangements. Links with neighbouring primary schools and the local secondary school are seen as a strength.
92. The school has set realistic and challenging whole school targets. These have been set following assessments made once a year on nationally recognised tests. Some pupil self-evaluation and target setting takes places but it is not widespread throughout the school. The school development plan sets appropriate targets and priorities for school development.
93. A performance management system has been introduced last year and performance management objectives agreed. Classroom observations by the head teacher are supportive in helping staff to realise their performance management objectives and in raising standards. Appropriate professional development activities are accessed, shared and discussed. The school has yet to develop strategies to identify the impact of these activities on pupils' learning experiences and achievements.
94. Governors are strongly supportive of the school and have a good knowledge of its strengths. They diligently discharge their supervisory role and demonstrate their interest in setting the school's strategic direction.
95. The role of the governing body in monitoring the quality of provision is underdeveloped. A recent development has been the introduction of a 'linking' arrangement with curriculum co-ordinators. Governors recognise that their role now needs to be developed further.

96. The school complies with the statutory requirements and takes note of Welsh Assembly Government guidelines.

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

**Grade 3: Good features outweigh shortcomings**

97. Overall the findings of the inspection team match the judgements made by the school in the self-evaluation report.
98. The head, staff and governors are committed to improving standards. All teachers and support staff are involved in the self-evaluation process. Parents' views are taken into account through questionnaires with the results and subsequent action plans published on the school's web site. School council and class councils together with Eco schools committee provides a way for pupils' views to be taken into account.
99. The school self-evaluation document, based on a wide range of evidence, offers a range of relevant information on all aspects of school life. This process is not yet embedded as part of the strategic planning process as this is a new school. The document identifies strengths and weaknesses, which feed into the school development plan as priorities for action. However co-ordinators' role in monitoring and evaluating standards in their subjects are at a very early stage of development. This has been identified as the main priority in the school development plan.
100. The head teacher and staff study assessment results in mathematics and English and identify areas that need improvement but this is not yet common practice throughout the curriculum. Tracking systems have been set up but trends over time, to measure value added improvement, cannot be identified, due to lack of historical statistical information. Data generated from the Fischer Family Trust, during the past eighteen months, places the school in the top 25 per cent of similar schools at the end of key stage 2 in the core subjects. The school has used this data to set challenging targets for both pupil and school improvement.
101. The first school improvement plan is a clear, purposeful and comprehensive document, which contains many targets for development. The plan includes targets, success criteria and realistic timescales for all the priorities. Staff development opportunities are open to all staff including learning support assistants and lunchtime supervisors. The recent introduction of playground games, following training provided by the P.E. and School Sport scheme, has had a positive impact on standards during the lunchtime break.
102. The acquisition of resources is clearly linked to the school's priorities.
103. The team agreed with the school's judgements in six of the seven key questions. The inspection team awarded a higher grade for key question 5

because they had the benefit of seeing measured improvements in all aspects since the self-evaluation report was written last autumn.

104. Progress in the last eighteen months, since the school's inception, has been good.

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

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

105. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
106. The school has a sufficient number of teachers and support staff to provide a range of relevant learning experiences and activities covering all aspects of the school's curriculum. It makes good use of staff expertise to enhance many areas of learning and for extra curricular activities. Support staff all have clear roles and their work in supporting pupils with additional learning needs has a positive impact on the standards these pupils achieve.
107. The office staff support the head teacher in the efficient daily management of the school and the school caretaker ensures that both buildings are kept clean and tidy. The lunchtime assistants ensure that the pupils play in a safe environment and all other ancillary workers contribute to the welcoming and professional ethos of the school.
108. The quality of resources in the school is sufficient to meet the varying abilities of the pupils, and materials are used judiciously. The school makes good use of locally based and community resources and pupils visit various museums and theatres to enhance their understanding of topics and subjects studied at the school. Classroom computers and laptops provide pupils with good opportunities to develop their research skills.
109. The accommodation provides a suitable setting for learning, and for the number of pupils on roll. However, the distance between the two buildings does require careful management, although it does not impinge on standards in any way. Wall displays are impressive and contain well presented examples of pupils' work and these have a positive impact on the ethos of the school. The play area for the under fives is safe and secure and contains appropriate equipment.
110. Teachers fully understand the implications of the school budget and use available money to best effect for teaching and learning. Staff skills are developed well and they attend an array of courses relevant to the priorities of the school and their own professional development. Teachers make good use of the planning, preparation and assessment time and this can be seen in detailed lesson planning and provision.

111. The head teacher and the governing body monitor the budget carefully. Financial management is good. The school uses its budget efficiently and effectively to ensure good standards of teaching and learning. The contributions of the parents through fund raising activities enhance the amount of resources and opportunities available to the pupils.
112. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

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

113. The overall quality of the educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. All of the children under five are taught in one reception class.

#### Language, literacy and communication skills

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

##### Good features

114. Children are developing self-confidence in speaking to others about their wants and interests well, such as when playing in the sand or with the small world toys. They also learn to listen carefully to their teacher and to others.
115. They handle books carefully, holding them the right way and looking at the pictures. They know that print carries meaning and understand the concept of a word. Some are beginning to recognise simple words.
116. They learn to sequence pictures to create a simple 'story board'.
117. In writing, children are beginning to turn the flow of their mark making into words. They use their phonic knowledge to write well known words, such as their names and to make phonetically plausible attempts at other simple words.
118. Their handwriting is developing well and children draw lines and circles with developing confidence. They manipulate objects such as pencils and brushes or the computer mouse with increasing control and begin to form recognisable letters

##### Shortcomings

119. There are no important shortcomings.

#### Personal and social development

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

##### Good features

120. Children quickly settle into the routines of the reception class. They show an increasing independence in selecting and carrying out activities, linking up with others in their work.

121. They learn to take responsibility for themselves through getting changed for physical education lessons and washing their hands after visiting the cloakrooms or before eating food.
122. They display high levels of involvement and tenacity when working at tasks, such as when setting up ramps to use with toy cars, measuring how far they will travel.
123. They learn to accept the needs of others and take turns with games and puzzles. They have a developing awareness of the behavioural expectations of the reception class, following simple rules properly in games and in their interaction with others.

### **Shortcomings**

124. There are no important shortcomings.

## **Mathematical development**

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

#### **Good features**

125. Children learn to count to ten with developing confidence. They recognise symbols for numbers up to five and add them together in simple calculations accurately.
126. They learn the names of regular two and three-dimensional shapes and correctly sort items to two criteria.
127. They measure accurately using non-standard units such as blocks and feet.

#### **Shortcomings**

128. There are no important shortcomings.

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

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

#### **Good features**

129. Children learn to investigate objects and materials carefully by using a range of senses as appropriate, such as when playing with wet cornflour.
130. They show an interest in how and why things happen and how things work, such as when they try to make boats that will float for the Gingerbread Man out of modelling clay. They talk about what they can see and what is happening, theorising sensibly about what changes they need to make and why.

131. They realise that tools can be used for a purpose, such as in sand pit play and begin to try out a range of tools and techniques safely and effectively.
132. Children learn to use computers confidently and know how to operate simple programs with support to complete puzzles, sort words or to draw.
133. Children learn about places using Edward Bear. They celebrate Saints days and Chinese New Year and learn about food tasting different dishes.

### **Shortcomings**

134. There are no important shortcomings.

## **Physical development**

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

#### **Good features**

135. Children learn about the importance of diet and exercise for a healthy lifestyle.
136. They develop good skills in manipulating small items accurately and safely.
137. They balance and climb with agility in the outdoor area and during physical education lessons in the hall.

#### **Shortcomings**

138. There are no important shortcomings.

## **Creative development**

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

#### **Good features**

139. Children use lines in drawing and painting and learn to represent objects well. They use blocks and other equipment to build and stack making enclosures and creating spaces. They draw and paint in a range of different media creating attractive prints and pictures and learning to mix paint effectively to create different colours.
140. Children know to use one object to represent another, even when the objects have few characteristics in common, such as when they play in the sand. They learn to use props cleverly in their role play by dressing up as various characters from stories.

#### **Shortcomings**

141. There are no important shortcomings.

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

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

**Good Features**

142. Pupils of all ages are attentive in lessons. They listen purposefully to the teacher and the contribution of other pupils. They respond well to questions showing interest and understanding, which promotes and extends their learning. Most pupils speak clearly, with increasing confidence, in a variety of contexts, using a wide range of vocabulary. This is a good feature of the school.
143. Pupils of all ages enjoy reading. This positive attitude has a significant impact on standards, which are good in both key stages. The majority of pupils show good understanding of text and use a wide range of strategies to gain understanding.
144. Younger key stage 1 pupils use their knowledge of phonics to build up words as part of their word building skills. They are developing good letter and sound recognition. The older key stage 1 pupils read challenging and sometimes unfamiliar texts effectively. The majority of these pupils are able to use higher order techniques such as scanning text to good effect.
145. Key stage 2 pupils continue to read fluently and accurately showing a mature understanding of the themes, ideas, events and characters in books. The majority of pupils talk about books and authors in an informed manner with many expressing a preference for a particular style of writing. More able pupils show complete absorption in the plot of their fiction books. They identify episodes that have been particularly memorable and justify their preferences for the works of certain authors
146. At key stage 1, pupils write for a range of purposes. The majority of pupils form letters, space words and write simple sentences using capital letters and full stops appropriately. Older pupils are developing a wider vocabulary and spell common words correctly. A number of pupils are starting to use speech marks correctly.
147. In key stage 2, most pupils develop their knowledge of grammar very well. They understand and use standard forms such as nouns and adjectives, as well as a range of punctuation. Older pupils use more complex sentence structures and describe accurately the difference between implicit as well as explicit writing. Factual writing, including reports, instructions, debate and comprehension skills, are a strong feature of their work. Many pupils' skills in spelling and handwriting develop well throughout the key stage.
148. Pupils throughout the school make effective use of information technology in their research work and in key stage 2 gain a good understanding of the different ways in which their writing can be presented.

### Shortcomings

149. There are no important shortcomings.

## Welsh second language

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

**Key Stage 2 – Grade 3: Good features outweigh shortcomings**

### Good Features

150. Bilingual signs throughout the school, in the classrooms and a dedicated Welsh area support pupils' knowledge and understanding of Welsh as a living language. Because of this, pupils have a positive awareness and enjoyment of Welsh.
151. In both key stages, pupils' use of incidental Welsh to answer the attendance register and dinner register is good. Pupils listen attentively and the majority of pupils respond appropriately to instructions. Although pronunciation is variable, quite a few pupils at the end of key stage 2 understand and use a range of words and phrases in appropriate contexts.
152. In all classes, pupils are given a range of opportunities to speak Welsh as part of the *helpwr heddiw* system. They use Welsh confidently at these times, for example giving instructions and leading prayers at the end of the day.
153. Key stage 1 pupils use a range of vocabulary, phrases and sentence patterns well. They ask and answer questions in familiar settings and their pronunciation and intonation is improving. They regularly sing a range of songs and rhymes, which help them to consolidate the language patterns learnt. They read simple texts accurately and write for a range of purposes.
154. In key stage 2 the younger pupils respond correctly to a range of basic questions on the weather, colours and time. Some of the more able children respond using more complex vocabulary.
155. Older key stage 2 pupils answer a range of questions on themselves well, where they live, the weather, Harri Morgan and a range of other issues based on the target language.
156. The practice of hot seating in all classes throughout key stage 2 is a good feature, one that the pupils enjoy while developing their language skills by repeating questioning patterns.

### Shortcomings

157. Key stage 2 pupils do not use incidental Welsh consistently throughout the school day and their ability to initiate dialogue is often limited.
158. Reading and writing skills of pupils at key stage 2, outside structured lessons, are limited.

## 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

159. By the end of key stage 1, pupils develop a good understanding of number and calculate with increasing accuracy. They have a good knowledge of place value and the majority work confidently with numbers up to a hundred. Pupils begin to develop good skills in mental arithmetic; they estimate answers, check their calculations and explain their strategies.
160. Pupils in year 1 are confident with number bonds up to twenty and beyond. They accurately find missing numbers in a sequence up to twenty, use non-standard measures practically to understand the concepts of measurement in length, capacity and weight and begin to develop and use a mathematical vocabulary using words such as heavier than, lighter than, tall and tallest.
161. Pupils in year 2 extend their mathematical skills effectively to count in 3s, 4s and 5s to at least forty. They begin to understand the concept of multiplication and division, recognise two and three-dimensional shapes and know their basic properties. They begin to use standard measures accurately in practical situations. They collect and record data accurately using block graphs.
162. Pupils in year 3 continue to develop their mathematical skills well. They have a good understanding of place value and subtract single digit numbers from a hundred accurately. The majority use their five times table well for multiplication and division of double digit numbers. They recognise fractions of shapes and find a quarter and a third of non-remainder numbers to at least twenty. The more able pupils find the difference between two given times of the day accurately in hours and minutes.
163. Pupils in year 4 extend their understanding of fractions well and recognise the equivalent of eighths, quarters and halves, with the more able working to twelfths and sixteenths. They use two co-ordinates on a grid to find a square accurately and find the area and perimeter of regular and irregular shapes using squares. They competently divide single digit numbers into numbers up to at least a hundred finding the answer and also the remainder.
164. Pupils in year 5 develop their skills well to double and halve numbers to at least ten thousand, work with co-ordinates in the first quadrant. They confidently order fractions with different denominators, find the percentage of numbers to three hundred and beyond and solve real life problems using decimals and fractions.
165. By the end of key stage 2, pupils in year 6 have a good understanding of the different elements of the primary curriculum. They work confidently with, for example, ratio and proportion, angles to 360 degrees, graphical representation with pie charts and positive and negative numbers using a thermometer.

### **Shortcomings**

166. There are no important shortcomings, but the school has identified that pupils' knowledge about shape and space, and the application of their problem solving skills to real life situations outside formal lessons are under-developed.

<b>Science</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

167. Throughout the school, pupils' investigative skills are good. In year 1, pupils look at a range of materials and assess accurately whether they are transparent or opaque. In year 2, pupils learn to effectively test a range of materials to see if they will attract magnets.
168. This is continued in greater detail and at a more sophisticated level at key stage 2 when pupils in year 4 select a range of materials to make 'crazy circuits', including graphite, wrapped sweets and cutlery. Pupils learn to formulate logical explanations for the things they observe.
169. Pupils in key stage 2 identify appropriate scientific explanations for their findings and express these well, giving their own views and ideas. They develop a good, broad range of suitable scientific vocabulary. They present their findings clearly in text, tables and charts.
170. Pupils in key stage 1 know how to compile a fair test when they set up an investigation on a range of materials. They show understanding that they need to change some things but keep other things the same. They use these and good observational skills to group materials accurately, based on their different properties. They make good use of their literacy and numeracy skills to chart, table and record their results.
171. Pupils in year 2 learn about healthy living and the importance of diet and exercise. In key stage 2 they build on these good skills and extend their knowledge of life processes, when they note the differences between things that are alive and things, which have never been alive. They demonstrate responsible attitudes towards safety and show respect for living things.
172. By year 6, pupils are keen to take responsibility for planning more complex investigations and to set up a fair test independently. They effectively learn about earth and space. They extend their knowledge of electricity well, learning about serial and parallel circuits and the formal ways of recording these. They give well thought out scientific explanations and readily draw suitable conclusions. They study some of the practical applications of science and are increasingly aware of its impact on our daily lives.

### **Shortcomings**

173. There are no important shortcomings.

## Information Technology

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

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

### Good features

174. Pupils in both key stages demonstrate good knowledge, understanding and skills in their use of information technology equipment and software. Pupils are competent and confident in this subject.
175. Pupils in year 1 develop effective computer skills such as manipulating the mouse and cursor to navigate around a programme. They use a simple word processor to write sentences and phrases describing themselves and using a colour drawing programme to draw pictures.
176. By the end of key stage 2, pupils use ICT to good effect in most subjects across the curriculum. They use the word processor to write lists, poems and stories using different fonts to achieve different effects and changing the colour of blocks of text. They access the Internet to find out information on artists related to their studies.
177. Pupils in lower key stage 2 confidently log on to the computer to access the school network and they save and retrieve work from their individual folders. They use spell checker successfully after using the word processor. Pupils confidently access the Internet to find out information for their project on Cardiff Bay.
178. In lower key stage 2 pupils create good power point presentations to illustrate Welsh words and to create a presentation to describe the school to a new pupil. They access clip art to obtain suitable illustrations and use their own photographs taken with a digital camera effectively.
179. Older key stage 2 pupils successfully build on previously learnt knowledge and skills to use and apply these in a variety of situations. They develop their skills with power point to include sophisticated sound, pictures and graphics on topics such as the environment and celebrities. They access the Internet to find suitable information for their topic on World War Two. The more able create their own films and use e-mail to communicate effectively with the school concerning homework.
180. By the end of the key stage, pupils produce three dimensional simulations using co-ordinates to illustrate geographical features such as Coity Mountain, near Blaenavon. Pupils confidently use databases to store information and they use spreadsheets to enter a variety of data from their projects.

### Shortcomings

181. There are no important shortcomings, but pupils' skills of analysing, predicting and drawing conclusions using the data and information entered for their projects on databases and spreadsheets are under-developed.

## Design technology

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

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

### Good features

182. In key stage 1, pupils develop their designing and making skills well through a varied programme that enables them to work with a wide range of tools and materials to make a variety of products and models.
183. Pupils in year 1 produce their own designs for Christmas scenes with pop up pictures and levers to move characters for effect. They make sensible evaluations of their work giving good ideas for improvement. Pupils design various rooms in a house and make suitable furniture out of junk materials after investigating hinges.
184. Pupils in year 2 select ingredients and discuss their choices when making a fruit salad; they are suitably aware of the importance of hygiene and healthy eating. Pupils investigate a range of materials for suitability when designing a waterproof outfit. After tests, they have a good understanding that different materials behave in different ways.
185. Pupils in year 3 design, make and evaluate photograph frames using different materials incorporating effective means for hanging or standing the frames. They show a good understanding of the principles of pneumatic power when using balloons to provide movement for their monsters.
186. Pupils in year 4 use the Internet to investigate different types of lamps. They design and make effective torches using their knowledge of electricity to include circuits with switches, batteries and bulbs.
187. Pupils in year 5 visit a local bakery and investigate a variety of types of bread from around the world. They use different ingredients effectively to produce different flavours, textures and appearance. They collect data to conduct a satisfaction survey to find the tastiest bread.
188. Year 5 pupils investigate different musical instruments to discover how they work. They design and make their own good quality instruments, giving instructions for making and listing the materials and tools needed. Pupils modify their designs appropriately when making and they evaluate their work effectively on completion.
189. Pupils in year 6 investigate different structures used for shelters; they consider which types of structures give strength. Afterwards they create their own designs with suitable materials. They use the Internet to investigate mechanical rides well and explore the use of cams and levers to make a fairground ride.

### **Shortcomings**

190. Key stage 2 pupils do not use a variety of mechanisms for producing different movements often enough.
191. In key stage 2, pupils do not develop and communicate their designs using ICT and they do not develop skills such as drawing to scale.

<b>Geography</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

192. Pupils in key stage 1 have a good understanding of the school and immediate vicinity through first hand observation. Pupils explore and name a variety of features around the school. They give directions using correct terminology about their journey to school.
193. Older pupils in key stage 1 talk about places beyond their immediate location especially Kenya. They speak confidently about the differences between Kenya and Monmouth and offer logical explanations as to why they would rather live in Monmouth. They identify accurately where Kenya and Africa are on a map of the world.
194. In key stage 2 pupils make good progress in their mapping skills. They draw and make maps at a variety of scales using symbols and keys. In discussion, pupils demonstrate a good understanding of their locality and of places beyond.
195. Younger pupils in key stage 2 use Ordnance Survey maps to good effect in identifying the main features in Cardiff Bay and compare and contrast the changes over time.
196. Using a computer, older key stage 2 pupils draw a three-dimensional map of Coity mountain accurately by plotting contour lines from the map. This is a good feature.
197. A recent survey of the effects of different pollution on the streets of Monmouth undertaken by a key stage 2 class captured the imagination of the local press. The standard of work resulting from such a survey was cross curricular and of an excellent standard.
198. Pupils' research skills are good. They use information from books and articles in class or the library together with the Internet to good effect.
199. Throughout the school, pupils are very aware of the human effects on their environment, including the importance of safeguarding the future through sustainable development on both national and global scale.

### **Shortcomings**

200. There are no important shortcomings.

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

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

### **Good features**

201. In both key stages, pupils are developing their knowledge and understanding of artists and designers effectively in a range of media and from different cultures and contexts including Welsh artists. For example, in year 5, pupils develop good skills in landscape painting following the examples of Peter Prendegest and Elis Gwyn.
202. In key stage 1 pupils make good use of a wide range of equipment, materials and techniques to create paintings, prints and sculpture. They show a good sense of proportion in drawing faces as part of their self-portrait paintings following the input of a professional artist. They demonstrate good knowledge of colour tones by using oil pastels and water based paint to good effect.
203. Year 2 pupils have had the opportunity of using ICT to experiment in the style of artist Piet Mondrain using coloured grids successfully.
204. Key stage 2 pupils paint well in the style of different artists such as Sir Kyffin Williams and Jackson Pollock. The work produced by year 6 pupils based on these artists was of a high standard. They successfully express in words the stimulus used.
205. Pupils in key stage 2 use their skills acquired in art lessons to good effect in preparing work for the school eisteddfod based on St. Mary's church. They used different mediums imaginatively including charcoal, fabric, oil pastels and water based paint.
206. Pupils' awareness of three-dimensional work is developing well following the work undertaken in year 3 on Roman banners, castles and bridges. They use a range of media to create and decorate them effectively.
207. Pupils in both key stages are motivated to work creatively and collaboratively.

### **Shortcomings**

208. There are no important shortcomings.

## History

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

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

### Good features

209. Pupils at both key stages develop a good awareness of chronology. In key stage 1, pupils distinguish accurately between things that happen in their own lives and things that have happened in the past. They know that there are things that are within living memory and things that happened before this.
210. Pupils in year 2 use enactment's to help them understand why people in the past acted the way they did in certain situations. Older pupils in key stage 1 demonstrate empathy with characters and events from the past, when remembering the loss of life in the two World Wars.
211. Pupils in both key stages use books and the Internet appropriately to research information to help them ask and answer thoughtful questions about various historical eras. In key stage 1, pupils learn that diaries and other writing by eyewitnesses can be a useful source of information, such as when pupils read extracts from Pepys' Diaries about the Great Fire of London. Pupils in key stage 2 make good use of their literacy skills to record an accurate view of aspects of dress, food, homes and art, for example when studying the Tudors in year 5 or the Victorians in year 4.
212. Pupils use their investigative skills well when they research in their topics on historical themes. In key stage 1, pupils learn about artefacts and how they can give us a clue about how people lived in the past. For example pupils in year 1 looked at a range of things used regularly in homes in the past, such as oil lamps and fire tongs. Pupils in year 5 and 6 develop their research skills well, such as researching information on the Roman Barracks, thereby enhancing their learning of life in Roman Britain.
213. In key stage 2, pupils develop their awareness of chronology further by developing a time line, during their study of the Celts and the Romans in Year 3, or when pupils in year 4 discuss the diet of Tudors and the slow introduction of potatoes into the diets of the less well off.
214. In key stage 2 pupils learn about the lives of people in Roman Britain and begin to show a good awareness of differing representations and interpretations of what happened in the past.
215. In both key stages pupils are knowledgeable about the history of Wales. Key stage 1 pupils learn about Welsh characters such as Betsi Cadwaladr. Key stage 2 pupils, when researching the rise and fall of the coal industry in Wales, develop their skills of investigation effectively studying data on the discovery of coal at Blaenavon. While pupils in year 6 study the life of Harri Morgan and write their findings in Welsh.

### **Shortcomings**

216. There are no important shortcomings.

## **Music**

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

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

### **Good features**

217. Pupils in key stage 1 tap a beat with reasonable accuracy. They recognise higher and lower notes and play tunes percussion instruments correctly, keeping together and listening to others as they work.
218. They sing hymns and songs well in English and Welsh and with obvious enjoyment, repeating “difficult” phrases proudly. They put actions to music and learn musical terms, such as drone and pitch. They listen to and learn songs from a variety of cultures and backgrounds, including Welsh music.
219. In key stage 2, pupils develop their singing skills and sing enthusiastically and clearly in two parts. They improvise compositions, concentrating hard on their efforts and producing musically interesting results.
220. Older pupils know the names of a range of musical instruments and develop their knowledge of musical terms such as scale and harmony and use them correctly in context.
221. Pupils in key stage 2 read simple notation and play together, in time. They become completely engrossed in their tasks and perform well, remembering to use sharps, when appropriate for example. Composition and appraisal skills are developed well.

### **Shortcomings**

222. There are no important shortcomings, although at times older pupils’ singing lacks gusto.

## **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**

223. Pupils and staff dress appropriately for physical education lessons. They show a good understanding of safety issues.
224. Throughout the school pupils enjoy physical education. They show enthusiasm, positive attitudes and participate fully.

- 225. Pupils in all lessons use space well and display an increasing control over their bodies. They work effectively in a variety of situations such as individually, in pairs or group work.
- 226. Older key stage 2 pupils show a good understanding of what happens to their bodies during exercise. They warm up and cool down and realise the importance of exercise to their health and well being. Boys and girls participate on an equal basis in all lessons and work well together.
- 227. In gymnastics pupils in year 2 show increased control and perform longer sequences of movements safely individually and in pairs. They move apparatus around the hall quickly and safely.
- 228. Boys and girls throughout the school participate in dance with interest. They show very good poise, balance, control and concentration when moving to music.
- 229. In key stage 2, pupils further develop their skills of passing, dribbling, directing and controlling a ball. They are enthusiastic, take turns, play to rules and are happy to demonstrate good standards.
- 230. A range of extra curricular activities provides good opportunities for the pupils to engage in competitive games. All these activities enhance pupils' skills and abilities.

### **Shortcomings**

- 231. There are no important shortcomings, but in both key stages, pupils' ability to evaluate and refine their own performance is limited.

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

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

### **Good features**

- 232. Key stage 1 pupils develop a good understanding of Christian and other faiths. They learn about the importance of festivals and celebrations in the Christian and Jewish calendar. They learn about the importance of Christmas, Harvest, Sukkot and Hanukkah.
- 233. Pupils in year 2 develop a good knowledge of technical language and the names of religious artefacts and items. They learn about stories linked to celebrations that demonstrate the power of good over evil, such as Rama and Sita.
- 234. Pupils in key stage 1 reflect empathetically upon such things as rules and their own experiences. They ask questions and listen carefully to the views and answers of others. They write about their findings in their own words.

235. In key stage 2, pupils develop their knowledge and understanding of key figures and features of some major world faiths well. They learn about key Christian values. They use this knowledge to reflect upon the many aspects or “faces” of people who are important to them and the facets and characteristics they themselves present in different situations.
236. They know a lot about special places and in particular places of worship for people from the Christian and Jewish faith. They compare religious buildings, learning effectively about the similarities and differences between the local Baptist chapel and Church in Wales and a Synagogue.
237. Older pupils in key stage 2 learn to think deeply about their own experiences and to formulate questions about the meaning of life, appreciating that others may come to different answers.
238. They record their findings in their own words and in pictures well, demonstrating a developing knowledge of correct technical language linked to Christianity and other faiths, such as Hinduism.

**Shortcomings**

239. There are no important shortcomings.

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

The school welcomes the Inspector's findings that, 'the school functions as a harmonious and happy community where all pupils are valued and respected equally,' and that, 'pupils display high levels of good behaviour, are courteous, considerate and interact well with each other and with the adults in the school.'

The Inspector has recognised the good quality of teaching throughout the school and the high standards of pupil achievement that result, particularly when compared with Welsh Assembly Government targets.

We are pleased that the Inspector has recognised the high priority placed on the pastoral care of pupils, that parents confirm their children are happy at school and that the children themselves, 'feel safe and well supported'.

We are encouraged that the Inspector's findings confirm the school's own self-evaluation of the seven Key Questions and that three of the four recommendations made by the Inspector had already been identified in the school's own development plan.

The Inspector has recognised that progress since the school's inception only eighteen months ago has been good. We entirely understand that the inspection process requires the school to be measured against standards which make no allowance for the relatively short time it has been established. We believe this adds a further perspective to the good standards which the Inspector has found are being achieved.

An action plan will be put into place which we are confident will fully address the recommendations in the report. A copy of the plan will be sent to parents. Additionally, the governors' annual report to parents will report on the progress made in meeting the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Osbaston Church in Wales School
School type	Primary
Age-range of pupils	4-11
Address of school	Osbaston Road, Monmouth, Monmouthshire.
Postcode	NP25 3AX
Telephone number	01600 775070
Head teacher	Mr. R. Osborne
Date of appointment	1 <sup>st</sup> September 2005
Chair of governors/ Appropriate authority	Mr. S. Dennehey
Registered inspector	Mrs. S. M. Barnes
Dates of inspection	19 <sup>th</sup> – 22 <sup>nd</sup> March 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	0	26	30	30	29	27	30	26	198

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.75:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring	N/A	94.7	96
Summer	N/A	92.4	92.3
Autumn	N/A	94.2	95.4

Percentage of pupils entitled to free school meals	3.5
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

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

National Curriculum Assessment KS1 Results 2006		Number of pupils in Y2:		30			
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0				
		National					
En: reading	Teacher assessment	School		0	0	60	40
		National		4	14	56	26
En: writing	Teacher assessment	School		0	0	93	7
		National		5	14	69	12
En: speaking and listening	Teacher assessment	School		0	0	50	50
		National		2	11	64	23
Mathematics	Teacher assessment	School		0	0	60	40
		National		2	10	63	24
Science	Teacher assessment	School		0	0	50	50
		National		2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.6%

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

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

National Curriculum Assessment KS2 Results 2006				Number of pupils in Y6				31			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0			0	0	0	3	42	55
		National	0			0	1	4	15	47	32
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	45	55
		National				0	1	3	15	47	32
Science	Teacher assessment	School				0	0	0	3	32	65
		National				0	0	2	11	51	35

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	96.77	In the school	N/A
In Wales	74.3	In Wales	N/A

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

## Appendix 4

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

A team of five inspectors, including a peer assessor were present at the school for fourteen and a half inspector days. The head teacher was the nominee.

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

Sixty-two questionnaires completed by parents were analysed.

Discussions were held with the head and staff.

Forty three lessons or part lessons were observed.

School documentation and samples of pupils' work from across the ability range in each year group were examined.

Discussions were held with pupils about their work and life in school.

Pupils' behaviour was observed during break periods, at lunchtimes and at the beginning and end of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post-inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs. Sheelagh M. Barnes Registered Inspector	Context, Summary, Recommendations, Appendices, Contributions to Key Questions 1, 2, and 7, Early years, science, history, music, religious education.
Mr. Peter Roach Team Inspector	Contributions to Key Questions 5 and 6, Welsh second language, English, geography, art, physical education.
Mr. Cliff Brace Team Inspector	Contributions to Key Question 3, mathematics, technology, information technology.
Mr. Charles Brentnal Lay Inspector	Contributions to Key Question 4
Mr. R. Osborne Nominee	Contribution to all Key Questions and provision of information
Mrs. A. Edwards Peer Assessor	Contribution to all Key Questions

### The contractor was:

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### Acknowledgement

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