

**INSPECTION UNDER SECTION 10 OF  
THE EDUCATION (SCHOOLS) ACT 1996**

**OUR LADY OF THE ANGELS  
RC PRIMARY SCHOOL**

**Victoria Street  
Cwmbran  
Torfaen  
NP44 3JR**

**SCHOOL NUMBER: 678/3321**

**DATE OF INSPECTION: 20 – 23 May 2002**

**BY**

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**REGISTERED INSPECTOR No: W111/16230**

**DATE: 8<sup>th</sup> July 2002**

**Under Estyn contract number C/T/272/02P**

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## CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term “Reception” (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year “Year 1” (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## **1. CONTEXT**

### **The school and its priorities**

Our Lady of the Angels Primary School is a Roman Catholic voluntary aided school for pupils between the ages of 4 and 11. It is located in a residential and commercial region south of Cwmbran town centre.

Pupils come from backgrounds described by the school as neither prosperous nor economically disadvantaged. The number of pupils on roll has remained relatively stable in the last three years and is currently 193. Pupils are taught in seven classes, which contain single ages (except that there are three Y5 pupils in the Y4 class). The Y5 class contains substantially more pupils than the other classes. The school site is attractive with hard surfaced and grassed areas but with no school field.

The intake of pupils covers the full range of ability with approximately one fifth of pupils identified as requiring special educational needs support. There are seven pupils with a statement of special educational needs (SEN). No pupils are natural Welsh speakers and a very small percentage (1%) comes from ethnic minority backgrounds. Nine per cent of pupils are registered as entitled to receive free school meals.

School aims are to maintain the Catholic identity of the school while fostering pupils' achievement, respect for others and sense of community.

The current School Development Plan (SDP) combines targets for behaviour management, geography, target setting, personal and social education, physical education and buildings maintenance (toilet refurbishment).

The last inspection occurred between 3<sup>rd</sup> and 6<sup>th</sup> June, 1996.

The current headteacher was appointed in January 2002 and teachers have been in post between 1 and 9 years. Three members of the current teaching team have been appointed since the last inspection. At the time of the inspection, the Y1 teacher (also subject leader for history and design and technology) was taking maternity leave and the Y1 class was taught by a supply teacher.

Complying with Section 23 of the Inspection Act 1998, Religious Education is inspected separately.

## **2. MAIN FINDINGS**

### **The main findings of the report**

Our Lady of the Angels RC Primary School is an improving school. Since the last inspection, and particularly in recent months, there have been significant developments.

- During the inspection, standards of achievement were satisfactory or better in all lessons observed; of these, 73% were good and 12% very good. In the reception class, standards were consistently good (50%) or very good (50%). Standards in KS1 were 100% satisfactory or better, with 86% identified as good; in KS2 they were 100% satisfactory or better, with 78% of these judged to be good and 7% very good.
- The overall quality of the educational provision for children in the reception class is appropriate to their needs and pupils are making very good progress towards the desirable outcomes for children's learning. Standards achieved in language, literacy and communication skills, personal and social skills, mathematics, knowledge and understanding of the world, physical and creative development are very good.
- Standards of achievement in KS1 and KS2 are:

	<b>KS1</b>	<b>KS2</b>
English	Good	Good
Welsh (second language)	Good	Satisfactory
Mathematics	Good	Good
Science	Good	Satisfactory
Design & Technology	Satisfactory	Unsatisfactory
Information Technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical Education	Good	Good

- In KS1, the attainment of pupils compares favourably with national results. In 2001, the core subject indicator for KS1 was 89%, while nationally it was 81%. In 2001, the school's KS2 core indicator for attainment was 57.1% compared with 68% nationally.
- Throughout the school, standards in the key skills of literacy and information and communication technology (ICT) across the curriculum are good. In speaking, across the curriculum, pupils achieve very good standards. In the key skill of numeracy, across the curriculum, standards are satisfactory.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good. The school community is sustained by clear values, which underpin an ethos of co-operation and thoughtful consideration for others.
- The standard of behaviour and pupils' attitudes to learning are very good; they contribute greatly to the academic standards and the quality of life in the school. The school has a busy, purposeful and calm atmosphere .

- At 93.55%, the average rate of attendance over the last three terms is almost in line with the LEA and all Wales averages. Almost all pupils arrive punctually at the beginning of the day and individual sessions and lessons start on time.
- In the reception class, the quality of teaching was good (38%) or very good (62%). An imaginative range of well-planned activities sustains pupils' interest and involvement and every opportunity is taken to promote their understanding. Links between areas of learning are well established and positive interaction with pupils boosts their self-esteem and their commitment to learning.
- In KS1, the quality of teaching was good overall, and consistently good at the end of KS1. In KS1, all lessons were satisfactory or better with 71% judged to be good. In KS2, the quality of teaching was good overall and often very good at the beginning and end of the key stage. In KS2, all lessons were judged to be satisfactory or better, including 48% where the quality of teaching was good and 19%, where it was very good.
- Strengths in teaching include good levels of communication, careful sequencing of lessons and effective use of resources and of adult helpers. Teachers involve pupils through well focused and thought provoking questions. Some shortcomings in lessons judged overall to be satisfactory included inconsistent lesson pace, some unclear instructions, use of organisational strategies which did not maximise the involvement of pupils or over ambitious lesson content for the duration of the lesson. In these lessons, however, other good features outweighed the shortcomings.
- Standards in assessment, recording and reporting are good overall. Oral and written feedback to pupils occurs regularly. Teachers question pupils throughout lessons to gauge the level of understanding and prompt pupils to make progress through appropriate guidance. Marking of pupils' books is thorough; there is frequent use of praise and regular comments to promote further learning.
- The quality, breadth and balance of the curriculum are good overall and meet the requirement of the NC. In KS1, the breadth and balance of the curriculum is appropriate. However, in KS2, the school needs to monitor the implementation of schemes of work in some subjects, notably science, history and design and technology, in order to ensure balanced delivery by the end of the key stage. Planning for independent investigative activities requires extension.
- The school provides a very good range of extra-curricular activities that are enthusiastically supported by pupils and add a valuable dimension to their cultural and sporting experiences. The curriculum is enhanced by fieldwork in the local area and a range of visits to places of educational interest. Pupils develop their creative skills in a nearby arts centre and make good progress. Visiting speakers and participation in initiatives to support charitable events contribute positively to educational standards achieved.
- The quality of provision and support for pupils with special educational needs (SEN) is very good. Pupils with SEN are well integrated into the life of the school

through an effective support programme. Pupils show developing self-reliance and make good progress.

- The quality of personal support and educational guidance given to pupils is very good. Pupils' welfare is monitored conscientiously. The school's aim of providing a stimulating and secure environment where each child develops a feeling of self-worth is achieved.
- Partnership with parents, the parish and community, schools and other institutions is very good and a major strength of the school. Partnership with industry is also good.
- The quality of self-evaluation and planning for improvement is, overall, good. Significant progress has occurred since the last inspection through recognition of aspects of good practice and addressing identified shortcomings. There has been considerable development of procedures for monitoring and evaluation since the appointment of the current headteacher and these have accelerated the improvements. The role of the subject leader is evolving to include an enhanced involvement in the monitoring of standards.
- Analysis of statutory test data includes a comparison of achievement by boys and girls and consideration of the school's results compared with LEA and national figures in recent years. More detailed analysis of responses to statutory tests is planned but is underdeveloped at present.
- The School Development Plan (SDP) identifies clear and achievable targets. Explicit criteria for success are recognised in terms of outcomes for teachers and for pupils.
- The newly appointed head has very clear vision about the school's future based on careful research into current standards. Positive, enthusiastic and energetic, she has developed effective working relationships with school staff and the governing body; they give full support to her initiatives. The deputy head underpins the current leadership effectively and is a very good role model for other teachers.
- Members of the governing body (GB) are well informed and pro-active. The Chair, in particular, is very committed to school developments and is a regular visitor to the school. Shadow curriculum governors have been appointed and appropriate committees are in place and meet when necessary.
- Provision of staffing and learning resources are good overall; provision of accommodation is satisfactory. The school is well-staffed by a committed and responsive team. The exterior of the school is in a poor condition in places; paintwork is deteriorating and numerous potholes exist in the tarmac on the entrance route and immediately surrounding the school building. There is water penetration to some parts of the building. Despite being in need of redecoration, the school's interior is inviting and enhanced through frequent use of attractive displays.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS**

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

During the inspection, standards of achievement were satisfactory or better in all lessons observed; of these, 73% were good and 12% very good.

- In the reception class, standards were consistently good (50%) or very good (50%). The overall quality of the educational provision for the under fives is appropriate to their needs and children make very good progress towards the desirable outcomes for pupils' learning. Standards achieved in language, literacy and communication skills, personal and social skills, mathematics, knowledge and understanding of the world, physical and creative development are very good.
- Standards in KS1 were 100% satisfactory or better, with 86% identified as good; in KS2 they were 100% satisfactory or better, with 78% of these judged to be good and 7% very good.
- Standards in English are good overall in both key stages and sometimes very good in speaking. Overall, pupils display good achievement in listening and reading and in writing and spelling.
- Standards in mathematics are good in KS1 and KS2. Pupils develop good knowledge and understanding across the different requirements of the National Curriculum.
- Standards in science are good in KS1 and satisfactory in KS2. Pupils make good progress in developing knowledge and understanding overall but the skills associated with scientific enquiry are underdeveloped in KS2.
- Standards in history, geography, art, music, information technology and physical education are good in KS1 and KS2.
- In Welsh second language, standards are good in KS1 and satisfactory in KS2.
- In design and technology, standards are satisfactory in KS1 and unsatisfactory in KS2.
- In KS1, the attainment of pupils compares favourably with national results. In 2001, the core subject indicator for KS1 was 89% while that nationally was 81%. In 2001, the school's KS2 core indicator for attainment was 57.1% compared with 68% nationally.
- Pupils with Special Educational Needs (SEN) are well integrated into the life of the school through an effective support programme. Pupils show developing self-reliance and make good progress.

### **3.2 Standards achieved in key skills across the curriculum**

Throughout the school, standards in the key skills of literacy and information and communication technology (ICT) across the curriculum are good. In speaking, across the curriculum, pupils achieve very good standards. In the key skill of numeracy, across the curriculum, standards are satisfactory.

- Through regular planned interaction with teachers and their peers, pupils' speaking skills develop very well across the curriculum. Pupils throughout the school are confident to voice an opinion or make suggestions. They apply previous learning during discussions and other activities such as role play. In Y2, for example, pupils assume roles as Tourist Information Centre workers or as visitors to Newport and engage in dialogue about the attractions of the city.
- Pupils' writing and reading skills are developed well through activities across the curriculum. In science, Y1 pupils write valid questions about observable features of invertebrates and older KS2 pupils use subject specific vocabulary to explain observations in science. In geography, Y5 pupils write interesting ideas about the way of life in an Indian village following examination of photographs.
- Use of ICT across the curriculum supports the development of pupils' understanding in several subject areas. Pupils access information using CD ROMs or the internet in science, geography and history. In science, pupils record data in simple spreadsheets and graph the outcome. The language skills of Y5 pupils are developed through their involvement in devising a school magazine using ICT. Pupils' mathematics skills are developed throughout the school through effective use of ICT applications.
- The key skill of numeracy is developed in some parts of the curriculum. Y1 pupils use comparative terms to describe the distance travelled down a ramp by toy cars. In Y2, pupils count the number of squares' spread in playdough dropped from different heights. However, the use of numeracy across the curriculum is insufficiently developed, particularly in KS2.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

The school's provision for pupils' spiritual, moral, social and cultural development is very good.

- The school community is sustained by clear values, which underpin an ethos of co-operation and thoughtful consideration for others. This ethos is evident in the friendly and courteous manner in which pupils include visitors in the school life which they enjoy and respect.
- Relationships between pupils and teachers are good. Teachers seek consistently to enhance pupils' self-esteem and celebrate individual strengths and this

contributes to the climate of mutual respect within a purposeful working environment.

- Pupils co-operate well with each other and collaborate sensibly when working in pairs and groups. They are able to work independently and exercise initiative. This is particularly evident in the thoughtful and caring way in which Y5 pupils support younger ones in science related topics and the way in which they involve themselves in projects such as the ‘friendship bench’.
- Religious and moral messages are conveyed effectively in acts of collective worship, which meet the statutory requirements. Assemblies are well planned and pupils make an effective contribution to the enriching musical content. Messages from assemblies are reinforced throughout the school day.
- Aspects of cultural diversity and racial harmony are positively promoted through the curriculum through studies of other peoples’ lives, beliefs and traditions. Pupils’ awareness of others less fortunate than themselves is encouraged through the support given by the school to a number of charities. A policy for racial equality, based on Archdiocesan guidelines, is firmly in place and is regularly reviewed.
- Pupils’ personal and social skills are thoughtfully promoted through a range of experiences throughout the school. During class discussions and circle time, pupils express their views honestly, fairly and courteously. They show a sensitive awareness of peers and an appreciation of their viewpoints. These skills are further advanced through the contributions made by members of the clergy, visiting speakers and performers.
- School performances and celebrations are well attended and are instrumental in developing pupils’ personal skills. A programme of extra curricular activities ensures that individual talents are nurtured and respected. Older pupils have the opportunity to attend residential courses.
- Pupils’ awareness of the Cwricwlwm Cymreig is fostered and actively encouraged through annual celebrations and work in history, geography, art and music. Participation in Welsh prayers in assemblies and inclusion of Welsh displays around the school greatly enhance this aspect of the curriculum.

## **4.2 Behaviour and attitudes**

The standard of behaviour and pupils’ attitudes to learning are very good; they contribute greatly to the academic standards and the quality of life in the school.

- The school is a welcoming and caring community where all pupils are valued. There is a busy, purposeful but calm atmosphere in the school.
- All staff have high expectations of the pupils’ social and academic abilities. They know pupils and their families very well and have built mutually respectful and supportive relationships. All adults are consistent in their implementation of

routines and encourage pupils to give of their best. The headteacher's knowledge of individual pupils, gained since her recent appointment, is impressive. Pupils respond well to her.

- Pupils know what is expected of them. They know and understand 'The Golden Rules' that are displayed prominently throughout the school and the classroom rules that they help to draw up. They set personal targets for improvement and respond well to the quiet but firm insistence on good manners and behaviour. The oldest pupils show a good level of caring and their behaviour is exemplary.
- The behaviour of the vast majority of pupils in the classrooms is very good. Pupils enjoy coming to school and are keen to do well. They are interested and involved in their work, concentrate well and persevere with their tasks. They receive good quality support from their teachers and other adults and respond well to praise.
- Pupils organise themselves quickly in class and collaborate and support each other when working in groups and pairs. Pupils in lower KS2 are developing good negotiating skills; they discuss and organise their practical tasks sensibly.
- In one class where the number of pupils is large, the pace of lessons is sometimes slow; when this happens pupils become restless and lose concentration.
- Throughout the school pupils are friendly and polite. They talk freely and naturally to adults, behave maturely and show courtesy and consideration to each other to staff and to visitors. They know the daily routines and move sensibly around the school.
- Pupils play co-operatively at breaktime and lunchtimes. In a relatively restricted playground, pupils observe the demarcation line. Trained mid-day supervisors work hard to maintain positive discipline during the lunch period. Supervision in the hall at lunchtime is very good; this is a pleasant social time for the pupils.
- The school has very good and highly effective procedures for promoting good behaviour. The 'Golden Leaf Award', 'Golden Achievement Book' and circle time are used positively to maintain high standards of achievement and behaviour and to promote friendship and kindness. There are agreed sanctions should lapses occur and, where necessary, parents are involved in the process.
- The recently revised positive behaviour management policy sets high standards and realistic behavioural goals and includes measures to be taken in response to anti-social, disruptive or aggressive behaviour. The headteacher deals with serious incidents personally and meticulous records are kept of incidents and outcomes. No such incidents were observed during the inspection.
- Throughout the school, pupils have responsibilities appropriate to their age and abilities. Y5 pupils have a science link with children in the reception class; they willingly help to solve their problems. Y6 pupils are prefects; they are responsible for helping the younger ones in the cloakrooms, setting up and using

equipment for assemblies and for taking out and returning play equipment at lunchtimes.

### **4.3 Attendance**

The level of pupils' attendance is satisfactory; punctuality is good.

- At 93.55%, the average rate of attendance over the last three terms is almost in line with the LEA and all Wales averages. Almost all pupils arrive punctually at the beginning of the day and individual lessons start on time.
- A combination of family holidays in term time, the long term absence of a few pupils and frequent short absences affects the overall attendance rates.
- There is evidence that a recently introduced incentive has had a positive effect in raising attendance levels. Attendance for the term prior to the inspection was 95.3%. At present, certificates for full attendance are awarded at the end of term assembly; plans are in place to extend these to include awards for improved attendance. The school has a positive attitude towards the proposed LEA initiative for improving attendance rates.
- Absences are carefully monitored and follow-up procedures are in place.
- Registers are completed meticulously at the beginning of each session and comply with regulations.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

During the inspection, the quality of teaching was judged to be satisfactory or better in all lessons observed. In 51% of lessons observed, the quality of teaching was good and in 20% of lessons, it was very good. Examples of good teaching were observed throughout the school.

- In the reception class, the quality of teaching was good (38%) or very good (62%). An imaginative range of well-planned activities sustains pupils' interest and involvement and every opportunity is taken to promote their understanding. Links between areas of learning are well established and positive interaction with pupils boosts their self-esteem and their commitment to learning.
- In KS1, the quality of teaching was good overall, and consistently good at the end of KS1. In KS1, all lessons were satisfactory or better with 71% judged to be good. In KS2, the quality of teaching was good overall and often very good at the beginning and end of the key stage. In KS2, all lessons were judged to be satisfactory or better, including 48% where the quality of teaching was good and 19%, where it was very good.

- Teachers plan lessons well. At the start of a lesson, they frequently refer to previous learning and identify objectives carefully to pupils, either orally or in writing. Teachers employ a range of strategies for differentiation so that pupils' learning needs are met.
- Short-term planning documents contain good detail about objectives and key tasks and broad indication of intentions for differentiation. There would be benefit in extending the frequency of references to key skills and to differentiation in the short-term plans.
- In most lessons, there is appropriate structuring of time so that a well-focused introduction by the teacher is followed by activities undertaken by the pupils and a plenary session, which concentrates on what has been learned within the lesson. Occasionally, the management of time within a lesson is insufficiently controlled and work is unfinished.
- Throughout the school, teachers manage and control classes well; lessons are orderly and most are conducted at good pace. There are some very effective organisational practices used in the reception class to support levels of pupils' independence.
- Teachers' communication skills are well developed. Concepts are clearly explained using appropriate subject terminology and helpful visual supports. Pupils are involved throughout lessons regularly through the use of well chosen and thought provoking questions. In the majority of lessons, teachers take care to prompt the involvement of all pupils and to respond to pupils' ideas and suggestions.
- Oral feedback to pupils is often of good quality and this has a positive impact on pupils' confidence and their learning. The relationships between teachers and pupils are consistently good and often very good throughout the school and this further promotes pupils' commitment to learning.
- Teachers' marking is of good quality. Teachers use positive and encouraging comments and often identify targets for improvement.
- Most teachers involve pupils actively in recognising the learning that has occurred in a lesson and, in some cases, this is extended to encouraging the pupils to make a target for the next day. This latter aspect was particularly effective in Y6 mathematics lessons.
- There is effective use of adult helpers within classes, including the nursery nurses and the parent helpers who were observed throughout the school. They are well briefed and show enjoyment and enthusiasm in their work.
- Overall, teachers have a sound knowledge of the statutory curriculum and are confident in teaching the various subjects. They attend relevant INSET courses and share expertise with their colleagues. There is need for further INSET in the teaching of science investigation and design and technology.

- Much of the work in KS1 and KS2 is teacher directed. With notable examples in the collection of information in history and science homework, there is limited evidence of pupils taking responsibility for their own learning through independent research.
- In the lessons judged overall to be satisfactory, shortcomings were linked with inconsistent time management or lesson pace, some unclear instructions, use of organisational strategies which did not maximise the involvement of pupils or over ambitious lesson content for the duration of the lesson. In these lessons, however, other good features outweighed the shortcomings.

## **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting (ARR) is good overall.

- A clear policy document identifies the principles and practices of assessment, recording and reporting within the school. A policy for marking supplements this document. Procedures are well understood and, overall, applied consistently by staff.
- The assessment co-ordinator (also the deputy head) oversees implementation of procedures well.
- Children under five are assessed, according to LEA guidelines, on entry to the school and this information informs future planning.
- Relevant assessments are undertaken for pupils with SEN so that their progress is monitored carefully (see Section 5.5 below).
- Oral and written feedback to pupils occurs regularly. Teachers question pupils throughout lessons to gauge the level of understanding and prompt pupils to make progress through appropriate guidance. Marking of pupils' books is thorough; there is frequent use of praise and regular comments to promote further learning.
- Throughout the school, marking of homework is usually good. In homework diaries, there are very good examples of teachers' notes of pupils' progress and their responses to parents' written comments.
- A recent initiative, which is developing very well, is the requirement for pupils to self-assess at the end of a lesson, linking their comments with the learning objective given at the start of the lesson. Pupils frequently do this orally and older pupils subsequently write their evaluation in books. During the inspection, there were some very good examples of pupils' self-assessment observed in mathematics.
- There is recent progress in the tracking of pupils' achievement in statutory and other tests but this is an area for further development. Analysis of statutory test data includes consideration of the disparity in performance of boys and girls and

comparison with LEA and national statistics over recent years. This year, pupils have received additional support as a result of the analysis of available data.

- Assessment records concentrate on the objectives in the core areas. Teachers note achievement of individual pupils in English, mathematics and science knowledge and this helps to inform their planning. There is no record maintained of pupils' achievement in the skills of scientific enquiry. Achievement in foundation subjects is summarised at the end of the year and all records are passed to receiving teachers. This practice assists continuity of learning through the school.
- Recent amendments to short term planning records include a requirement to evaluate pupils' achievement and note significant features. This procedure has not yet been fully implemented.
- Relevant samples of work are retained in portfolios to show progression through the school. They assist teachers' recognition of work at different levels. In some cases, for example in English, mathematics and art, the portfolios are of very good quality.
- Parents are invited to formal meetings with teachers on two occasions during the year, the last meeting occurring subsequent to issue of the annual report at the end of the summer term.
- Written reports meet statutory requirements and provide information on attitude as well as achievement. They often indicate areas for improvement. There are firm plans to standardise the format of the reports in KS1 and KS2.

### **5.3 Curriculum**

The quality, breadth and balance of the curriculum are good overall and meet the requirement of the NC.

- The overall quality of educational provision for the under fives offers a broad programme of activities appropriate to their needs. Clear learning objectives ensure balance and appropriate continuity and progression in the six areas of learning.
- Schemes of work and policy documents are in place for all subject areas and offer appropriate guidance to teachers. In KS1, the breadth and balance of the curriculum is appropriate. However, in KS2, the school needs to monitor the implementation of schemes of work in some subjects, notably science, history and design and technology in order to ensure balanced delivery by the end of the key stage.
- The school has a clear homework policy, which is reviewed regularly. The majority of parents who responded to the questionnaire were satisfied with the work that their children were expected to do at home. Homework includes regular reading and clearly defined tasks encompass a range of curriculum content to purposefully support pupils' learning.

- The school has a detailed policy on personal, health and social education (PSE) which conforms to the ACCAC guidelines (2000). The policy for sex education, approved by governors, is incorporated into this aspect of the curriculum.
- A very good range of extra-curricular activities, enthusiastically supported by pupils, add a valuable dimension to their cultural and sporting experiences. Quality support given by adult helpers greatly enriches the learning environment.
- The curriculum is enhanced by fieldwork in the local area and a range of visits to places of educational interest. Pupils throughout the school develop their creative skills in a nearby arts centre. Visiting speakers and participation in initiatives to support charitable events contribute positively to educational standards achieved.
- Supported by an appropriate policy, the school is aware of the importance of equality of opportunity and has ensured that the needs of all pupils are met. The curriculum for pupils with SEN is wholly appropriate and pupils have full access to the NC.

#### **5.4 Support, guidance and pupils' welfare**

The quality of personal support and educational guidance given to pupils is very good. Pupils' welfare is conscientiously monitored and undertaken sensitively.

- The school's aim of providing a stimulating and secure environment is successfully achieved. Realistic levels of teacher expectations mean that adults and pupils work positively together within a calm and supportive atmosphere.
- Relationships between pupils, teaching staff and adult helpers are very good and sensitive attention is given to pupils' various concerns. Older pupils are very caring towards younger pupils and are proud to share their achievements. In reception, pupils are happy, confident and independent; routines are well established.
- Learning support assistants and adult helpers provide good quality and purposeful support to the learning programme.
- Appropriate policy for personal and social education (PSE) is integrated successfully and sensitively into various subject areas and is well taught throughout the school. There is an appropriate policy for sex education, which is taught in a cross-curricular context and gives appropriate emphasis to respect for oneself and others within a clear moral framework. Health professionals support the learning programme for older pupils.
- Pupils' work is attractively and imaginatively displayed around the school. Photographic records of special events acknowledge pupils' achievements and show that their contributions are well valued.

- Appropriate procedures are in place for child protection and comply with NAFW (WO) Circular 52/95; they are known by staff. The headteacher has overall responsibility for child protection and is to receive further training in the near future. The school has sound contacts with relevant external agencies.
- The school is sensitive to the needs of children with special educational needs and considers issues of inclusion carefully. All pupils have full access to the curriculum.
- There are well-documented procedures for the safeguarding of pupils' health, safety and general well-being and these are appropriately implemented. Members of staff trained in first aid carry out their responsibilities effectively; appropriate procedures are in place to contact parents. The outside play areas are carefully supervised and pupils are well supported. Mid-day supervisors contribute positively to the quality of provision; they undertake their responsibilities conscientiously. The school has a controlled access system to ensure the safety of pupils and staff during the school day. A health and safety audit is regularly undertaken with members of the governing body.

## **5.5 Provision for pupils with SEN**

The quality of provision and support for pupils with special educational needs (SEN) is very good.

- Forty-one pupils are identified by the school as requiring SEN support. Seven pupils have statements of special educational needs. There are no NC disapplications.
- A clear and coherent learning support policy has been established in consultation with teaching staff and has been approved by the governing body. This policy is to be reviewed and amended to comply with the implementation of the revised orders. Procedural and administrative arrangements meet the current requirements of the Code of Practice.
- Indicative of the learning programme is the early identification by the school of pupils with learning difficulties and the effective way in which pupils are well-integrated into class and extra-curricular activities. All pupils have equal access to the NC. Pre-inspection comments indicate parents' appreciation of the efforts of the school in addressing the needs of pupils with SEN.
- The SEN co-ordinator's role is carried out effectively by the reception class teacher in conjunction with the headteacher. One part time and one full time nursery nurse support pupils with specific difficulties and two full time nursery nurses provide support to other classes. All have a thorough understanding of pupils' needs and a positive commitment to support pupils in their care. Overall provision is well documented, appropriately co-ordinated and carefully monitored.

- Small groups of identified pupils are withdrawn to receive specific input from the part-time SEN support teacher. Collaborative planning between teachers, nursery nurses and the support teacher is effective in ensuring that pupils receive the necessary continuity in their learning. Within this climate of co-operation, regular praise and encouragement, pupils develop confidence in their ability to succeed.
- Individual education plans (IEPs) are provided for all identified pupils and set focused manageable targets. Pupils participate in reviews, which occur on a termly basis, and parents are fully involved in the procedures. Pupils removed from the register of special needs are regularly monitored and carefully supported.
- Adult volunteers and parent helpers who support the learning programme provide enriching experiences for pupils and assist in aiding progress.
- The link governor with designated responsibility for SEN is supportive and well informed and maintains an appropriate overview of SEN provision. Links with outside agencies are well established.

## **5.6 Partnership with parents and community, schools and other institutions**

The school's partnership with parents, the parish and community, schools and other institutions is very good and a major strength of the school.

- In responses to the pre-inspection questionnaires and meetings, the overwhelming majority of parents were appreciative of the work of the school. They value the approachability of the staff and the atmosphere of mutual respect that exists between them and the school. There is very good daily informal contact between parents and staff.
- The quality of information provided for parents is good. The school prospectus is well presented and contains useful information about the school. Monthly newsletters and other communications, both formal and informal, keep parents well informed about the life and work of the school. Plans are in place to produce termly topic booklets and information to enable parents to support their children and become effective partners in their education.
- The school has effective policies for citizenship and partnership with parents and community. A significant number of adults make positive contributions to the life of the school. They provide good quality support in classrooms throughout the school and with other curriculum-based activities. For example, the school cook shares her memories of childhood holidays with the reception children and a grandfather regularly provides story time for pupils in Y1 and Y 2. Pupils in KS2 benefit from regular support in mathematics and reading.
- Parents regularly assist with educational visits and sporting activities. One parent, a county netball player, coaches the netball team and the headteacher and staff take part and enjoy these sessions. The school values the contributions made by the adults.

- Parent governors play a vital role in liaising with parents and act as another channel of information between home and school.
- The school has implemented a home-school agreement that has been signed by all the parents. A code of conduct for parents is included in the prospectus; parents are supportive of the school behaviour policy.
- The long established 'Parent Teacher and Friends Association' is very active and organises family-oriented fundraising and social events to raise funds for the school. Notices of events, diary dates and minutes of meetings are posted on the parents' notice board.
- The school has strong links with the parish. The parish priest regularly visits the school for class masses and to talk to the pupils. A significant number of adults attend class assemblies, special and end-of-term masses. School musical productions are held in the parish hall and are very well attended by parishioners and the community.
- The school plays an active part in the community. Pupils support local events such as parish fun days and fetes and are successful in competitions. They go out into the community to entertain and participate in a range of events. Pupils benefit from the school's links with cultural, environmental and sporting facilities. Older pupils attend residential centres where they develop team building and organisational skills.
- The school supports charities and raises funds to help people less fortunate than themselves.
- The school has very good links with the receiving secondary school. A transition programme is thoughtfully planned and implemented. Strong pastoral and curriculum links are well established; familiarisation visits commence in Y5. Y6 pupils are involved in extended cross-phase projects in mathematics and Welsh. The schools share in-service training, expertise and resources.
- The school is in partnership with an initial teacher training institution and provides training and work experience for student teachers and nursery nurses.

## **5.7 Partnership with industry**

Partnership with industry is good.

- The school's citizenship policy includes a statement on industry links. Although no member of staff has benefited from industrial placement as yet, a programme of placements is planned.
- The school has long established links with the nearby arts centre; pupils throughout the school are regularly involved in workshops such as pottery, painting and printing.

- There are a number of useful links with industry and commerce. Pupils have very recently been successful in winning a commercially sponsored inter-school safety competition.
- Older pupils benefit from professional rugby coaching.
- Educational visits and visitors help to raise the pupils' awareness of the world of work, both past and present.
- A school-based industry week is planned; activities such as a café and fruit shop are scheduled. Pupils are involved in the planning; they intend to develop and sell their recently produced school magazine.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is, overall, good.

- Significant progress since the last inspection has occurred through recognition of aspects of good practice and addressing identified shortcomings. There has been considerable development of procedures for monitoring and evaluation since the appointment of the current headteacher and these have accelerated the improvements.
- A newly introduced policy for monitoring and evaluation has been implemented successfully in recent months. Sound practices combine observations of lessons by the headteacher and, so far, by subject leaders in core subjects, Welsh and religious education. Other useful procedures include: the scrutiny of pupils' books by subject leaders and the headteacher; an audit of pupils' work displayed in classrooms undertaken by the deputy head; the headteacher's examination of planning documentation and subject leaders' records; the analysis of national test data and formal meetings with members of staff.
- Visits to observe class lessons are communicated formally in writing and responses give useful indications of good features of a lesson and recommendations for improvement. At this early stage of development, there is emphasis on positive feedback but, nevertheless, helpful recommendations are made.
- There has been careful scrutiny of exercise books, particularly in English and mathematics and the subject leaders have made written observations. The subject leaders keep records to show date of scrutiny and summarise general trends of achievement in the subject, which are then communicated to staff. The headteacher's examination of books includes a valuable focus on the quality of teachers' marking and progress achieved by pupils.

- Analysis of statutory test data includes a comparison of achievement by boys and girls and consideration of the school's results compared with LEA and national figures in recent years. More detailed analysis of responses to statutory tests is planned but is underdeveloped at present.
- Use of other test data to set targets and track pupils' progress is planned but similarly underdeveloped at present. Targets for pupils' attainments in national tests are very modest given available evidence.
- The School Development Plan (SDP) identifies clear and achievable targets. Explicit criteria for success are recognised in terms of outcomes for teachers and those for pupils. Monitoring of the SDP occurs regularly and is recorded formally in a helpful review sheet, which notes aspects yet to be completed.

## **6.2 Leadership and efficiency**

Leadership and efficiency have very good features and are good overall.

- The newly appointed head has very clear vision about the school's future based on careful research into current standards. Positive, enthusiastic and energetic, she has developed effective working relationships with school staff and governing body who give full support to her initiatives.
- The deputy head, who acted as headteacher for a lengthy period immediately prior to the current head's appointment, underpins the current leadership effectively and is a very good role model for other teachers. The role of the senior management team is evolving.
- Members of the governing body (GB) are well informed and pro-active. The Chair, in particular, is very committed to school developments and a regular visitor to the school. Shadow curriculum governors have been appointed and appropriate committees are in place and meet when necessary.
- The roles of the subject leaders are developing well in most subject areas with notable good examples in English, mathematics, art and Welsh. Most subject leaders have a good oversight of developments in their subjects and keep careful records of progress made and identified needs. Newly introduced initiatives, such as class visits to monitor lessons, are approached with commitment.
- The school budget is managed well and expenditure is linked to priorities identified in the SDP and in anticipation of an expected reduction in pupil intake figures in the coming years.
- A recent school audit identifies shortcomings associated with book keeping and the school is addressing these.
- School routines and administration operate efficiently.
- The school gives good value for money.

### **6.3 Staffing, accommodation and learning resources**

Provision of staffing and learning resources are good overall; provision of accommodation is satisfactory.

- The school is well-staffed by the headteacher, deputy, six class teachers, a part-time SEN support teacher, three full time nursery nurses and one part time nursery nurse.
- Teaching staff are suitable qualified and there is a close match between initial qualifications and subject leadership roles.
- Staff development occurs on a regular basis and INSET is often linked to subject leadership roles. There is need for further staff development in design and technology and in science enquiry.
- Apart from some minor deficiencies, a good range of resources supports pupils' learning. They are well organised for easy access by pupils and teachers.
- The school building is well cleaned and, despite the need for decoration, the appearance of the interior space is enhanced through the many attractive displays of pupils' work in classrooms, the corridor and in the hall.
- Available space is well used. Classrooms are of satisfactory to good size and create a comfortable learning environment overall. The larger number of pupils in the Y5 class have less space but there is some attempt to compensate for this through use of the SEN room whenever possible. The Y6 pupils are housed in a terrapin away from the main building; pupils in Y6 benefit from a television/activity room alongside their main classroom.
- The SEN room is well used on three mornings for withdrawal lessons for pupils with SEN.
- The exterior of the school is in a poor condition in places with deteriorating paintwork, staining to buildings and a dilapidated water tower close to the entrance. There are numerous potholes in the uneven tarmac surrounding the main building and in the access routes to the school. Children in the reception class have no separate outdoor play space.
- During adverse weather, there is water penetration in the Y3 classroom and in the school secretary's room.
- The children's playground is in a better condition and has painted games and seating areas. It is well used for physical education lessons and extra-curricular activities. Parents are in the process of creating a numeracy trail in the school grounds. There is no school field but the school pays for use of a field in the vicinity. The school shares the site with the parish hall and the access route

passes directly in front of the main school door. Staff are vigilant to ensure the safety of pupils as vehicles travel to the parish hall.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making very good progress towards the desirable outcomes for children's learning. Standards achieved in language, literacy and communication skills, personal and social skills, mathematics, knowledge and understanding of the world and physical and creative development are very good.

#### **Good features**

- Clear learning objectives identified in planning underpin an appropriate range of activities, which contribute substantially to the quality of children's learning and the standards they achieve. Routines are well established and the learning environment is well organised and imaginative.
- Appropriate activities are well matched to individual needs and children are secure and happy as they gain confidence and develop independence in their learning. Good quality adult support assists the learning programme.
- Children make good progress in their language, literacy and communication skills. They respond appropriately to their big book reading sessions, answer questions willingly and enter readily into discussion with their teacher. They co-operate well in role-play and converse sensibly with each other. They share personal experiences and are patient in offering explanations of group activity organisation to visitors.
- Children enjoy reading activities. They handle books sensibly, take pleasure in reading to their teacher and other adults and talk with understanding about the pictures and stories in their individual books.
- Children develop early independence in their writing. They understand the importance of correct letter formation and handle writing tools confidently when recording information related to a story about dinosaurs.
- Children are responsive to greetings and simple questions in Welsh; they count during registration and enjoy responding to enquiries about their well being. They begin to develop early writing skills when underwriting and copying Welsh vocabulary related to likes and dislikes.
- Children make good progress in early mathematical group tasks and show understanding of related mathematical language. When working with numbers below 20 they can estimate numbers and check by counting. They respond to

written notation and write simple addition sums to twenty. They can use the terms straight and curved appropriately and can make related shapes using their bodies and skipping ropes. They name 2D shapes when playing games, printing with potatoes and making shapes with playdough.

- Children's personal and social skills develop through a range of well-managed activities. They approach tasks confidently, the majority concentrating well while persevering with their tasks. They understand the importance of sharing and turn taking and are sensitive to the feelings of others in circle games.
- Children show good development in their skills of observation and prediction through their investigation into melting chocolate. They use appropriate terms when predicting the effect of heat and share their thoughts with peers. They understand the idea of time by looking at pictures preceding discussion on the ways in which holidays have changed. Some can use computer programmes effectively. They handle the mouse knowledgeably and print independently. They begin to understand the importance of the world around them when discussing the travels of the class toy bear and observe buildings in their immediate locality.
- Children show developing skills in painting, drawing, tracing and picture making with a variety of media and tools. They produce designs for salt dough dinosaur eggs and confidently discuss colours for their designs. They use pencils to draw and colour accurately.
- Pupils have a good repertoire of songs, hymns and rhymes. They show a developing understanding of rhythm through actions and recall words well.
- In dance, children show increasing control and co-ordination in their movements. Most show an appropriate awareness of space and vary movements in response to instructions using light and heavy steps.

### **Shortcomings**

- There are no significant shortcomings.

### **English**

Standards in speaking and listening are good in both key stages with some pupils developing very good standards in speaking. In reading, standards are good in both key stages and, in writing, standards are good overall in both key stages.

### **Good features**

- In both key stages, pupils develop good speaking skills. They answer questions audibly and clearly and participate courteously and constructively in class discussions. In Y1, pupils express their own views confidently in response to musical stimuli relating to a big book discussion.

- In KS2, pupils convey opinions and are increasingly confident in developing their ideas at length. Pupils in Y6 explore ideas orally in response to poetry and comment thoughtfully and sensitively on the written responses of peers.
- In both key stages, pupils demonstrate good listening skills. Younger pupils participate purposefully in group activities; they listen carefully to the responses of other pupils and recall relevant detail in explanations. In KS2, pupils in Y4 demonstrate concentrated and sustained listening in circle time and respond appreciatively to the feelings of others.
- Pupils develop increasing confidence as readers. In KS1, during shared reading sessions using big books, they read with expression and enjoyment. They can extract information and discuss specific aspects of text from their individual reading books. They use a range of strategies to decode unfamiliar words.
- Pupils continue to develop as confident readers as they progress through KS2. They communicate their enjoyment of reading when recalling favourite books and authors and can give reasons for their preferences; some older pupils respond critically to what they read. Pupils use different sources, including CD ROM and information books, to locate and retrieve information for work related topics. They can define and apply the criteria for fact and fiction books.
- Pupils make good progress in their independent writing. Pupils in KS1 sequence their work logically and, by the end of the key stage, incorporate punctuation appropriately. Pupils in Y2 identify and explain the purpose of speech marks in the text of big books and incorporate them into related written tasks.
- Pupils in KS2 are developing an awareness of how to develop their language for a particular purpose. In Y5, following a discussion on advertisements, pupils select appropriate vocabulary for their own advertisements and devise well-presented examples of their own. Y6 pupils write imaginatively in response to poetry using a range of appropriate vocabulary and phrases. Some pupils use their skills in ICT to draft and amend their writing and produce work of a good standard.
- Throughout both key stages, pupils present and organise their work neatly. They develop legible handwriting from the earliest stages and most transfer acquired skills to other subjects across the curriculum.

### **Shortcomings**

- In KS2, some pupils need further development of skills to enable them engage actively and critically with the texts they are reading.

## **Mathematics**

Standards in mathematics are good in both key stages.

### **Good features**

- Pupils' understanding of number progresses well through the school. Pupils in Y1 recognise written numbers to 20 and understand their value. They can count in steps of 2 and 5 and can recognise odd and even numbers. They can apply their understanding to problems involving simple addition and subtraction.
- By Y2, pupils can count in multiples of 10 forwards and backwards and use this knowledge to add or subtract two digit numbers. They can use appropriate strategies to solve number problems.
- Understanding of place value develops into KS2 and Y3 pupils can recognise number values to thousands. Knowledge of multiplication facts progresses appropriately and pupils recognise mathematical terms in number problems.
- Y4 pupils can use knowledge of place value to recognise number sequences and use mental strategies effectively to calculate sequences of square numbers. They apply their developing understanding of number well during applications using ICT.
- Understanding of number extends to recognition of place value in decimal fractions in Y5 where pupils can recognise hundredths on a number line, swiftly and competently. They can apply knowledge of factors, multiples and place value to respond accurately to mental exercises.
- In Y6, pupils are able to order vulgar fractions and find the equivalent value in percentages and decimal fractions. They are able to apply their knowledge of number facts to solve problems including several functions.
- Understanding of shape, space and measure develops appropriately through the school. In Y1, pupils recognise 2D and 3D shapes and can use positional language with ease. In KS2, pupils are able to describe the properties of 3D shapes in terms of the number of faces, vertices and edges.
- Pupils in Y3 develop a good understanding of symmetry and can recognise symmetrical and asymmetrical patterns in shapes, sequences and words. They investigate symmetry confidently, working as individuals or in pairs, and use mirrors to confirm their ideas.
- Y6 pupils can recognise the different rotational orders of patterns and use appropriate formulae to calculate the dimensions of shapes.
- Understanding of data-handling and representation develops from use of simple block or pictorial graphs in KS1 to analysis of information provided in line graphs by Y5 pupils in KS2.

- A numeracy trail, undertaken by Y3 pupils, shows that they are able to apply a range of mathematical concepts to solve problems.

### **Shortcomings**

- There would be benefit in extending the use of independent investigational work in upper KS2.

### **Science**

In science, standards are good in KS1 and satisfactory in KS2.

### **Good features**

- Knowledge and understanding of life processes and living things, materials and their properties and physical processes develops appropriately through both key stages.
- Pupils use scientific terms when recording their work in science. In Y4, pupils use comparative terms when describing the effect of changing the distance between an object and a light source. Pupils in Y6 provide competent explanations during consideration of electrical insulators and conductors.
- In Y1, pupils make good use of sets during their recording in science. They categorise objects into those moving with a push and those with a pull, they sort materials based on texture and they classify invertebrates based on simple observable features. Y1 pupils can explain the reasons for placing items in a specific group.
- In Y2, pupils' understanding of a range of scientific phenomena develops well. They can name electrical appliances and can identify what is needed for a complete circuit, they can describe the properties of common materials and can explain constituents of a healthy diet.
- Pupils' investigative skills develop appropriately in KS1. Pupils in Y2 can identify key variables influencing the germination of a seed and can state what they must change and what they should keep the same when testing the need for water.
- When undertaking a fair test into the effects of dropping playdough from different heights, Y2 pupils describe how they measure the 'spread' of the dough and compare the numerical results. They use ICT to graph the results.
- In Y3, pupils' understanding of topics they have studied is good. A good example of data handling occurs in Y3 pupils' study of food labels to record their relative nutritional values.

- Y3 pupils are able to contribute to the planning of a fair test by suggesting what they need to change and keep the same to compare the drainage of different soil types. They anticipate some practical difficulties in the design of the test and make suggestions about how these might be overcome.
- Y4 pupils' use of scientific terms extends to heating food types to see whether the changes are reversible or irreversible. They can draw on their understanding of light to explain why a shadow is formed and to make predictions about shadow size.
- In Y5 and Y6, pupils' knowledge and understanding of science phenomena develops well. They explain scientific phenomena clearly and use appropriate language in their recording.
- In a link established with the reception class, pupils in Y5 show that they are able to describe scientific events such as how an 'ice hand' was created. As part of a homework exercise, Y5 pupils identify an exotic fruit shown to them by the reception pupils.

### **Shortcomings**

- Skills associated with fair testing are underdeveloped in upper KS2.
- Although there is involvement orally in planning tests, older KS2 pupils do not engage regularly in independent investigative activities.
- There is insufficient progression in the collection of numerical data to support findings in KS2. Consequently, pupils do not analyse data and consider patterns in results.

### **Welsh second language**

Standards of achievement in Welsh as a second language are good in KS1 and satisfactory overall in KS2. There is an appropriate balance of speaking, reading and writing across both key stages.

### **Good features**

- Pupils in both key stages use simple words and expressions and respond to instructions from teachers and other adults. They use extended responses during registration and on other occasions during the school day.
- In KS1, pupils make good progress in learning basic vocabulary and phrases linked to colours and can relate these to pictures. They name parts of the body correctly and identify articles of clothing. Pupils answer questions relating to the weather using appropriate phrases and substitute words in familiar patterns.
- In Y2, pupils are able to follow text from a class book in a group reading session, read words from flash cards and retell events in a story. When working in pairs

they show developing confidence in asking as well as answering questions. Some use computer programmes to support their learning. Recall of vocabulary and pronunciation is generally good.

- In KS2, pupils use an increasing range of words, phrases and questions when speaking. Pupils in Y6 respond to questions related to holidays and travel and extend their responses, using more than one sentence pattern. Pupils in Y5 use negative and affirmative statements when expressing likes and dislikes in relationship to hobbies and activities. Pupils make good progress in reading extracts from their own written responses and related reading texts.
- Younger pupils develop their writing through exercises which include labelling, word searches and basic sentences based on a given pattern. Pupils in Y2 have produced an attractive class book on toys incorporating individually written sentences reinforcing the use of prepositions. Older pupils construct sentences from a selection of language patterns to write topic related postcards. Some use the past tense confidently.
- The use of incidental Welsh in other curriculum areas, marking comments written by some teachers in pupils' books, attractive displays and Welsh prayers during the school day contribute significantly towards creating a Welsh ethos in the school.
- The subject leader and the assistance of the athrawes fro in supporting the delivery and organisation of the subject have a positive effect on pupils' progress.

### **Shortcomings**

- The good practice of utilising incidental Welsh across the curriculum needs to be reinforced consistently in all classes in order to encourage pupils to converse naturally and effectively.
- In KS2, confident transference of language patterns from one situation to another needs to be consolidated further to enable pupils to acquire independence in their written work.

### **Design and technology**

Standards of achievement are satisfactory in KS1 and unsatisfactory in KS2.

### **Good features**

- Pupils in Y1 design motifs for a white T-shirt and use fabric paint to copy the design. The finished products have a good resemblance to their initial designs. They are able to describe what they have done and comment on the finished product.
- Y2 pupils show competent use of stitches in their Christmas stockings made of felt. Their Christmas cards include moving parts.

- Pupils in Y2 and lower KS2 organise their work by using a ‘Think, Plan, Make and Think Again’ format for their design and technology activities.
- In their evaluations, Y4 pupils can compare the benefits of using different materials to make bridges. In Y3, pupils evaluate fruit salads by commenting on the sweetness and what they particularly liked or disliked.
- Y6 pupils develop their ability to use resistant materials such as wood during technology links established with a college of further education.

### **Shortcomings**

- Teachers’ understanding of design and technology requires further development to raise standards of achievement through KS1 and KS2.
- There is limited progression in pupils’ planning skills in KS1 and KS2. The use of labelled diagrams to indicate features, material, joining techniques or options is underdeveloped.
- The range of materials used in design and technology activities does not often extend to use of resistant materials such as wood. Consequently, pupils do not develop skills in the use of a range of design and technology tools.
- Pupils’ skills of evaluation are insufficiently developed in KS2.
- Evidence of design and technology activities is very limited in upper KS2.

### **Information technology**

Standards in information technology (IT) are good in both key stages.

#### **Good features**

- Pupils’ word processing skills develop appropriately in KS1 and KS2. Showing increasing competence using the keyboard, pupils are able to draft directly onto the screen, make amendments as necessary and print when a desired result is achieved.
- Pupils in KS1 are able to change font style and size, use upper and lower case letters and use appropriate spacing. By Y5, pupils can justify text, use a spell check and centre their work.
- Y5 pupils produce a title page for a school magazine using word art. They try several colours and styles before selecting and printing the desired effect. They can insert an image into a page and control its location and size.

- There is appropriate use of CD ROM and internet information to support studies across the curriculum. Pupils are able to read on screen instructions to access relevant information.
- Pupils are able to use IT to handle data. In Y2, pupils produce a graph to indicate the spread of playdough dropped from different heights and another to show preferences for school dinners or sandwiches. Y3 pupils use ICT to represent different house types in Cwmbran during their geographical studies.
- KS1 pupils are able to give simple instructions to programme the Roamer and older KS2 pupils can produce a shape using LOGO.

### **Shortcomings**

- There would be benefit in extending evidence related to control and modelling.
- Use of multi-media IT applications could be extended.

### **History**

Standards of achievement are good in both key stages.

### **Good features**

- In both key stages, pupils are enthusiastic in their responses when answering questions relating to their studies in history. They have a good understanding of the social aspect of history and show empathy with personalities and events. Pupils have a growing ability to identify the causes and consequences of historical happenings.
- Pupils in KS1 show an increasing awareness of chronology and use appropriate vocabulary to describe the passing of time. Effective use of class discussions and photographs enable Y1 pupils make the distinction between past and present when comparing differences in swimwear and holidays of long ago. They recall differences in living accommodation, kitchen utensils and various household objects when talking about the past.
- Pupils in Y2 can explain how to find out about the past from a range of historical sources. They understand why people did things and their impact on historical events through their work on Florence Nightingale. Examination of tapestries made by parents of the school forty years ago promotes their understanding of historical events further.
- Pupils in Y3 develop an understanding of the Roman way of life by their investigations into the games played by children of the period. They empathise by making their own game board and set of rules and use appropriate subject specific vocabulary in discussion.

- Pupils in Y5 look at evidence in order to answer questions about the Great Fire of London and can give reasons for the variations of information obtained. They show a good understanding of the way of life of the period when recalling a visit to Llancaiach Fawr and can correctly identify key events on a time line.
- Pupils enhance their understanding of important developments and events in their own locality in their studies of the history of their own school.

### **Shortcomings**

- The use of textual and ICT resources to increase depth and breadth of understanding in history are under used in some KS2 classes.

### **Geography**

Standards of achievement in geography are good in both key stages.

### **Good features**

- Geographical mapping skills develop appropriately throughout KS1 and KS2. In Y1, pupils are able to record features that they observe on the road running alongside the school and can match a plan view with an object. They can use a simple map of the classroom to locate features.
- Y2 pupils can read a simple street map of Newport and use two figure grid references to pinpoint key features.
- By Y3, pupils can plot shop types on a map as they investigate their local shopping centre. In Y5, pupils can locate India on a map of the world and consider the scale and orientation of the map. Older KS2 pupils in Y6 can use an atlas to describe the route of the River Nile through Egypt.
- Understanding of places also progresses well through both key stages. Y1 pupils show a good understanding of the school and its immediate environment. They make lists of people who work in school on a daily basis compared with those who visit, interview the caretaker about his job and recognise features of the locality.
- Following a visit to Newport, Y2 pupils show good understanding of key features of the landscape and can comment on why Newport developed as a place. This understanding is shown very well in their role play when some pupils act as visitors, others as Tourist Information Centre employees as they discuss areas worthy of visits in Newport.
- In Y3, pupils' understanding of Cwmbran as a place is further developed through their investigation of house types and building use in the shopping centre. They investigate reasons for use of Cwmbran as a commercial centre as a homework exercise.

- Y4 pupils use internet information prior to a visit to locate features in Abergavenny. While visiting Abergavenny, pupils use questionnaires for interviews with residents to find out more about the town.
- Y5 pupils understand key aspects of the climate, landscape, population and lifestyle of India. They can compare the landscape of Bombay with that of small Indian villages. Y6 pupils have a good awareness of the source, route and towns found on the River Usk and can compare this with similar aspects of the River Nile.

### **Shortcomings**

- The use of field activities to promote investigational work could be extended in upper KS2.

### **Art**

During the inspection no lessons of art were observed. However, on the basis of evidence displayed and scrutiny of pupils' individual sketchbooks and portfolios, standards were judged to be good in both key stages.

### **Good features**

- In both key stages, pupils develop good skills in the careful observation and use of colour. They know which colours to mix to obtain a desired effect. They use a range of techniques using a wide variety of media, (including pencils, paint, crayons and pastels) to produce line, tone and colour effects.
- Linked to their topic work, pupils in Y1 observe an assortment of seaside objects and use shadings carefully to obtain the effect of light and dark. They contribute effectively to a class frieze by making bees from selected materials.
- Pupils in Y2 produce striking sketches and prints following observation of the work of William Brown.
- There are good examples throughout the school of printing with tiles, some simulating the style of William Morris. Successfully recreated textures on clay result from use of a variety of implements. Three dimensional sculptures and work on collages also feature well. Opportunities to visit a nearby arts centre to work with resident artists has a beneficial effect on the standards of pupils' work.
- In their studies of other artists, pupils in Y3 incorporate the techniques of Martin Jones in their own work. They use their work on symmetry to produce effective paintings of reflections in water.
- Pupils in Y5 produce striking 3D masks using corrugated card. In Y6, pupils have used tie-dye techniques to produce class curtains.

- Pupils' skills are further developed through the links with other subjects such as English, history, geography and religious education.

### **Shortcomings**

- When displaying pupils' work, explanations of techniques used and use of name labels to establish ownership would further enhance pupils' self esteem.

### **Music**

Music lessons were observed in both key stages, an extra-curricular recorder lesson was seen and musical experiences in assemblies were judged. Taped school productions were observed. Standards achieved in music are good in both key stages.

- Pupils in both key stages sing from a varied repertoire and display good vocal skills. They enunciate words clearly and perform in assembly confidently and with expression and sensitivity. Older KS2 pupils can maintain a tune as a member of a group in a part song.
- In KS1, pupils enjoy singing; they can memorise songs and keep to the rhythm of a piece of music by clapping or using percussion instruments. They achieve good standards in rhythm work and listen well to each other.
- Pupils in Y2 use a variety of instruments and body percussion to create and organise sound as an accompaniment. They choose instruments to emulate simple and sometimes more complex rhythms and follow the conductor accurately.
- In Y3, pupils listen attentively to taped music and, when describing the main characteristics, they identify the different moods and related feelings evoked by the music. They recognise and name some of the instruments and suggest some for their own performance. They sequence beats to the count of seven and are aware of the gradations of speed and volume when imitating the rhythm of bells.
- Pupils in Y6 work on rhythm and beats in work related to African music. They co-operate sensibly in groups, selecting instruments to work on rhythmical patterns. They rehearse and perform well.
- Pupils playing recorders make good progress. Opportunities for pupils to perform in local and school musical productions provide enriching experiences and have a positive effect on pupils' standards in music.

### **Shortcomings**

- Evaluations made by pupils do not always focus on musical elements.

### **Physical education**

Three lessons of physical education were observed in KS1 (one dance and two games lessons). In KS2, lessons in games, gymnastics and swimming were observed. In

addition, extra-curricular lessons in skipping, rugby, football and netball were seen. Standards in physical education throughout the school are good.

### **Good features**

- Following the role model of teachers, pupils dress appropriately and show commitment to lessons and this impinges positively on standards achieved.
- Pupils show good levels of stamina as they participate in physical education lessons.
- Pupils' ball skills develop well throughout both key stages. In Y1, pupils show reasonable control while tossing balls in the air and catching them. Y2 pupils are able to control underarm, chest and bounce passes over short distances.
- In a game of 'unihok', Y6 pupils manipulate a stick competently to dribble and to pass to a partner while on the move. They can work as teams to play a game and shoot at a target with good success.
- Y2 pupils can perform Welsh dances with good style. Overall, they move effectively to beats of eight and know the traditional choreographed movements well.
- In gymnastics, Y4 pupils show good control of their bodies and appropriate starting and finishing positions when demonstrating forward rolls and star jumps.
- Pupils' skills of evaluation are developed in some lessons. In Y2, pupils are able to comment on features that they liked in their peers' performance of Welsh dances. In Y6, pupils can identify safe and unsafe practices while using a stick to hit a ball.
- Y5 pupils' abilities in swimming develop well. Most pupils are able to swim with good stroke style and body posture. Pupils who are 'beginner swimmers' are confident as they move through the water, using a float with one hand to provide added support.
- Extra-curricular lessons in netball, rugby, football and skipping do much to extend pupils' enjoyment and skills in physical education. They show good abilities to work with partners or as small teams and can follow instructions to make improvements to their skills while developing their levels of fitness.

### **Shortcomings**

- There would be benefit in extending the involvement of pupils in evaluation of lessons so that they set targets for improvement of skills and movements.
- Further improvement of physical education skills could be achieved through active involvement of all pupils throughout lessons.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The last inspection (June 1996) identified five key issues for action. These were that the school and governing body needed to take action to ensure:

- 1 that whole school planning and schemes of work are developed in order to ensure progression and continuity through the school;
- 2 that a wider range of teaching and learning strategies are employed in order to enable pupils to develop skills in independent learning;
- 3 that the role of the curriculum co-ordinators and senior management in monitoring and evaluating standards of achievement throughout the school is developed;
- 4 that procedures and strategies for assessment and recording are clarified and applied more consistently in order to inform the planning process;
- 5 that standards in geography are raised throughout the school.

In the last inspection report, standards in subjects in the reception class, KS1 and KS2 were satisfactory with the exception of geography where they were unsatisfactory.

Good progress has been made since the last inspection.

- Whole school planning documents are in existence for all areas of the National Curriculum and some are of very good quality. The document for geography has been the most recently revised and contains helpful guidance for progression and continuity of the subject through the school. A new format for short term planning, which includes a requirement to note method of differentiation and to evaluate weekly plans, was introduced in the Spring Term, 2002.
- INSET for all staff has supported their understanding of the use of independent learning in the classroom. Strategies introduced in the reception class encourage pupils to make choices about tasks within a controlled framework and the children operate the systems with ease. A newly introduced system for pupils' self-identification of learning and setting of targets promotes independence. There is some evidence that pupils are engaging in independent research but this aspect of the work still requires development.
- The role of the subject leader has developed significantly, particularly in recent months. In core areas of English and mathematics particularly, there are signs that the roles are having a major impact on standards achieved. Subject leaders keep portfolios of moderated work to exemplify standards. The recent class visits by subjects leaders in core subjects, Welsh and religious education are used at present to recognise and celebrate good features of the work with some indication of recommendations for future development. Subject leaders also scrutinise

pupils' work and annotate books to praise or recognise achievement. The headteacher has also been involved in regular class visits and examination of pupils' books since her appointment. Composition and roles of the senior management team are being revised. The deputy head provides significant support for the headteacher's initiatives.

- The deputy head co-ordinates the revised systems for assessment, recording and reporting (ARR) and teachers' marking is appraised as part of the scrutiny of pupils' work. The policy for ARR and that for marking provide clear guidance for teachers and systems are implemented well. The format for reports to parents is to be unified this year. More rigorous tracking of pupil achievement is planned from 2002-2003.
- Geography has been a priority area in this year's School Development Plan. An enquiry-based approach in geography includes effective use of fieldwork and good consideration of contrasting localities. Standards are now good.

## **8.2 Key Issues for Action**

To maintain the current trend of school improvement, there is need to:

- improve standards in design and technology in KS2;
- address shortcomings in the key skill of numeracy across the curriculum and in subjects judged overall to be satisfactory;
- further develop the level of independent investigative work in KS1 and KS2;
- continue to develop the monitoring roles of subject leaders;
- maintain the high standards identified in many sections of this report;

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

## **APPENDIX**

### **A. Basic information about the school**

Name of School	Our Lady of the Angels RC Primary
School type	Voluntary
Age -range of pupils	4-11
Address of school	Victoria Street, Cwmbran, Torfaen.
Post-Code	NP44 3JR
Telephone Number	01633 484673

Headteacher	Mrs S A McCool
Date of appointment	1.1.02
Chair of Governors/ Appropriate Authority	Mrs P Landers
Registered Inspector	Mrs Karen Morris
Dates of inspection	20.5.02 – 23 5.05

### **B. School data as indicators**

Year group	EY	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30	26	21	29	20	39	28	193

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.3

Staffing information	
Pupil : teacher (fte)	23.2
Average class size	27.5
Teacher (fte) : class ratio	1.2

#### Attendance for the last three complete terms

	Whole school
Term 1	94.04%
Term 2	91.66%
Term 3	95.3%

Number of pupils excluded during 12 months prior to inspection.	0
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## C. Results of national curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 1 : 2001

National Curriculum Assessment KS 1 Results: 2001			Number of pupils in Y2: 28						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	4	68	25	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	4	7	64	25	0
		National	0	0	4	13	54	29	0
	Task/Test	School	0	0	4	7	68	21	0
		National	1	0	3	13	53	30	0
EN: Writing	Teacher Assessment	School	0	0	7	0	79	14	0
		National	0	0	5	13	70	12	0
	Task/Test	School	0	0	7	3	79	11	0
		National	0	1	5	10	75	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	4	57	39	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	67	33	0
		National	0	0	2	9	60	29	0
	Task/Test	School	0	0	0	0	64	36	0
		National	0	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	0	0	0	75	25	0
		National	0	0	2	10	67	21	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:	89	In Wales:	81

- D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1  
A pupils who were absent from the tasks

NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001										Number of pupils in Y6: 28			
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0		0	0	4	32	43	21	
		National	0	0	1		0	1	6	19	48	25	
	Test/Task	School	0	4	0	0			4	21	43	29	
		National	0	1	0	0			4	14	47	31	
Mathematics	Teacher assessment	School	0	0	0		0	0	7	25	43	25	
		National	0	0	1		0	1	4	19	47	28	
	Test/Task	School	0	0	0	0			0	7	28	65	
		National	0	0	1	1			4	18	42	32	
Science	Teacher assessment	School	0	0	0		0	0	0	21	58	21	
		National	0	0	1		0	0	3	15	52	29	
	Test/Task	School	0	0	0	0			0	11	64	25	
		National	0	2	0	1			2	13	51	31	

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:	53.6	In the school:	57
In Wales:	68	In Wales:	68

- 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  
N Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school; 17 parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 76 questionnaires returned by parents were analysed. Immediately prior to the inspection, samples of pupils' work in all subjects were examined. A team of three gave nine inspector days to the inspection, in the course of which formal observations were made of 51 lessons or part lessons. In addition 102 formal notes were made of aspects of pupils' work and provision. Discussions with pupils were undertaken both inside and outside the classroom. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the headteacher and with teachers, particularly about their subject management roles. Discussions also took place with the school secretary and the caretaker. Still within the context of the inspection, reporting-back meetings took place with the headteacher, the staff and the governing body.

## E. Composition and responsibilities of the inspection team

NAME	ASPECTS	SUBJECTS
Mrs K. Morris	1.0 The School and its Priorities; 2.0 Main Findings; 3.1 Standards achieved in the subjects and Areas of Learning; 3.2 Standards achieved in the Key Skills across the Curriculum; 5.1 Teaching; 5.2 Assessment, Recording and Reporting; 6.1 Quality of Self-Evaluation and Planning for Improvement; 6.2 Leadership and Efficiency; 6.3 Staffing, Accommodation and Learning Resources; 8.1 Progress since the last inspection; 8.2 Key issues for action.	Science Mathematics Information Technology Design and Technology Geography Physical Education
Mrs G. Rees	Early Years 4.1 Pupils' Spiritual, Moral, Social and Cultural Development; 5.3 Curriculum; 5.5 Provision for Pupils with Special Educational Needs (SEN); 5.4 Support, Guidance and Pupils' Welfare.	English Welsh second language Music History Art
Mrs C. Lewis	4.2 Behaviour and Attitudes; 4.3 Attendance; 5.6 Partnership with parents and community, schools and other institutions; 5.7 Partnership with industry.	