

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

**PENTREPOETH  
PRIMARY SCHOOL**

**Bryn Hedydd  
Cwm Cwddy Drive  
Rhiwderin Heights  
Bassaleg  
NP10 8JN**

**SCHOOL NUMBER:680/2300**

**DATE OF INSPECTION: 14 – 17 October 2002**

**BY**

**A D Fear**

**REGISTERED INSPECTOR No: WO43/15698**

**DATE: 21st November 2002**

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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**

Pentrepoeth Primary School serves the villages of Rhiwderin and Bassaleg to the west of the city of Newport. Pupils are taught in a single storey building and one adjacent demountable classroom. The school is situated in well landscaped grounds with three hard-surface areas and a large playing field. At the time of the inspection there were 430 pupils in the school, taught in 14 single aged classes, including two reception classes. The number of pupils on roll has increased by 8% since the last inspection though currently numbers are stabilising.

Pupils are drawn from established residential areas that are relatively prosperous, though a significant minority of pupils are drawn from areas that are neither prosperous nor economically disadvantaged; 4% of pupils are registered as being entitled to free school meals. This is significantly below the local authority and all Wales averages. The intake of pupils covers the full range of ability with approximately 6% of pupils identified as requiring special educational needs (SEN) support. An additional five pupils are in receipt of a statement of SEN, primarily for speech and communication difficulties. English is the first language of the large majority of pupils in the school; there are no natural Welsh speakers.

The school has an appropriate statement of aims, which stresses the importance of pupils reaching their potential with an environment that enables pupils to learn effectively through a wide variety of experiences. There is a school development plan (SDP) which identifies the refinement of the assessment, recording and reporting policy, the development of a guided reading programme in English, the development of a performance management policy for the school and information and communications technology (ICT) development as the major priorities for the current year.

The school was last inspected in April 1997. There have been several staff changes since then including the appointment of a new headteacher in September 2001.

## **2. MAIN FINDINGS**

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

- Pentrepoeth Primary School has many strengths and has made good progress since the last inspection. This is an effective school with many good and very good features.
- Standards of achievement were at least satisfactory in all the lessons observed; in 77% they were good and in 8%, very good.

- The educational provision for the under fives is appropriate and promotes the desirable outcomes for children's learning. Standards achieved are as follows:

<b>Desirable outcomes</b>	<b>Reception</b>
Language, literacy and communication skills	Very good
Personal and social development	Very good
Mathematical development	Very good
Knowledge and understanding of the world	Good
Creative development	Good
Physical development	Good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement in the subjects of the National Curriculum (NC) are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English overall:	Good	Good
Speaking	Satisfactory	Satisfactory
Listening	Good	Good
Reading	Good	Good
Writing	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Very good	Very good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Very good
Music	Good	Good
Physical education	Very good	Very good
Religious education	Very good	Very good

- By the end of KS1, pupils' attainment in the core curriculum subjects exceed national averages for 2002 and 2001. Results compare well with those schools in Wales with a similar intake. The percentage of pupils attaining at least level 2 in all core curriculum subjects, the core subject indicator (CSI), for 2001, was in the highest 40% of schools with a similar intake. Results for 2002 indicate a maintenance of high standards overall with an increase in the percentage of pupils achieving level 3 in writing.
- In KS2, the percentage of pupils attaining level 4 or above for the NC tasks for 2001 exceeds the all Wales average. Results in the core subjects compare well with those schools in Wales with a similar intake. The percentage of pupils attaining at least level 4 in the CSI compared well with those schools in Wales with a similar intake. Results for 2002, for which there is currently no all Wales comparative data indicate a small improvement in performance in both English and science but a small reduction in performance in mathematics, with regard to the percentage of pupils attaining level 5.

- In KS1 and KS2, pupils' standards of achievement in the key skills across the curriculum are as follows:

Key skill	KS1	KS2
Speaking	Satisfactory	Satisfactory
Listening	Good	Good
Reading	Good	Good
Writing	Good	Good
Numeracy	Satisfactory	Satisfactory
Information and communications technology (ICT)	Good	Good

- Provision for pupils' spiritual, moral, social and cultural development is good. The school has a welcoming and caring family ethos. The culture and heritage of Wales is a very well established feature of the school and is portrayed strongly in many aspects of the curriculum. Acts of collective worship are enjoyable and pleasant occasions. There is a need, however, for these occasions to be further developed to ensure pupils have planned and regular opportunities to be more active participants.
- The standards of behaviour and pupils' attitudes to learning are good overall. Pupils are valued and respected: relationships are very good and the school is a welcoming, friendly and orderly community. Pupils enjoy coming to school and are keen to do well. They have good attitudes to learning, settle quickly to their work and show good perseverance and concentration.
- Attendance is good: pupils arrive punctually and lessons start promptly. Registers are completed accurately and fully comply with regulations.
- The quality of teaching was satisfactory or better in 96% of the lessons observed. In 71% the teaching was good or better and in 19% it was very good.
- The quality of teaching in the reception classes is consistently good and often very good. Routines are well established, appropriate activities are planned with a clear focus on learning objectives and adult intervention in children's learning is effective and appropriately challenging. Children progress within a secure and well supported environment.
- In KS1 and KS2, planning shows continuity and progression across all the subjects of the curriculum. Teachers plan conscientiously and thoroughly with clear learning objectives and outcomes. Class routines are well established and run smoothly. Pupils show a high level of self-discipline and their behaviour and responsiveness in class, towards the teachers and each other is very good. Teachers establish very good relationships with pupils. They provide individual

support and offer frequent praise and encouragement. Class management is very good.

- Support teachers and staff know their roles well and work efficiently and conscientiously alongside the teachers. The quality of their support is very good and they make a substantial and valuable contribution to pupils' learning and welfare.
- Teachers employ a range of teaching approaches. In some lessons, however, pupils are overly dependent on the teacher which restricts opportunities for them to work independently on open-ended tasks, or to take responsibility for their own learning through problem solving and individual research. While there is evidence of pupils working independently or collaboratively in small groups, it is usually on tasks framed exclusively by the teacher. There is a need to develop further opportunities for pupils to report back on their work, share their findings and receive indication of how they could improve.
- Work in English and mathematics sets an appropriate challenge for pupils. However, there is scope to extend these arrangements across the curriculum to ensure that work is consistently well matched to pupils' knowledge, skills and understanding and in particular to challenge the more able pupil.
- Arrangements for assessment, recording and reporting are good. The school's policy for assessment, recording and reporting together with the marking policy provide a sound framework for a whole school approach to assessment.
- The curriculum is broad, balanced and relevant and meets statutory requirements. In KS1 and KS2, the curriculum is well planned and organised to ensure that appropriate time is allocated to all subjects. There are good quality schemes of work for all areas of the NC and religious education.
- There is no policy document for the development of key skills across the curriculum and there are inconsistencies evident in teachers' planning for the development of such skills. The school offers a wide range of extra-curricular activities, which are very well supported and enhance the curriculum.
- The quality of support and educational guidance is good. Class teachers and support staff know and care for the pupils well and ensure that they are effectively supported. The school's policy for personal and social education (PSE) is of a good quality and provides good support for teachers when planning the pupils' support and guidance programme.
- The quality of provision for pupils with special educational needs (SEN) is very good. All pupils with SEN are fully integrated into the life of the school and

progress well. They are very well supported by a special needs coordinator (SENCO), SEN teacher and two nursery nurses who all make a significant contribution to the educational development of pupils with special needs.

- Partnership with parents is good and with the community, schools and other institutions, partnership is very good. The quality of the written information provided for parents is satisfactory. The vast majority of parents are appreciative of the work of the school and endorse its high expectations. A significant number of parents would appreciate further information about subjects being taught and ways in which they can help their children. Partnership with industry is good.
- The quality of self-evaluation and planning for improvement is satisfactory; the school is at an early stage in developing a coordinated approach to self-improvement. The school's procedures for evaluating the standards of pupils' achievements, the quality of teaching and learning and overall educational provision are not yet sufficiently systematic and structured to identify relative strengths and weaknesses. The role of the subject leader needs to be further developed through a regular and analytical evaluation of standards and the devising of appropriate action plans to inform the review process and procedures for school improvement.
- Leadership and efficiency are good. The school has appropriate aims and a commitment to equality of opportunity for all. Staff and governors have a clear sense of purpose; they have a strong commitment to the school and the community. The headteacher has a clear commitment to the well being of all pupils and undertakes his tasks conscientiously. He has a good oversight of the life and work of the school and has created an environment where all staff are valued. In the twelve months since his appointment he has worked successfully to create a collegiate leadership where staff are empowered to raise standards in teaching and learning. He shows good leadership skill and is ably supported by the deputy headteacher.
- The orderliness of pupils, daily routines and the quality of relationships are strong features of the school which all staff have worked hard to achieve. Teachers and additional staff help and support each other constructively; a good team spirit exists.
- The governing body is supportive, involved in the life and work of the school and well informed and has a positive impact on the school's progress and development. The budget is well managed and controlled and financial priorities are clearly identified; expenditure is carefully monitored. The school gives good value for money. Available resources; staff, money, accommodation, resources for learning and time are efficiently and effectively managed to promote high standards and good quality learning experiences for pupils.

- Administrative procedures are clear and operate efficiently. The school runs smoothly and operates very successfully on a day to day basis. The school benefits from good clerical, and administrative staff who ensure the efficient operation of the school office.
- The provision for staffing and learning resources is good. Accommodation is satisfactory overall. The school has an enviable location with large well maintained playing field and hard surfaces. However, the internal accommodation is barely adequate for the number of pupils on roll. The space in many classrooms, particularly in KS2, is somewhat constrained and movement around the class is inhibited. The space available to the two reception classes is insufficient to meet the needs of the pupils. There is a lack of space for effective role-play and accessibility to large construction resources.
- Displays around the school, including two large murals in the hall, reflect a wide range of pupils' activities and considerably enhance the quality of the learning environment.
- The school has made good progress in all of the key issues identified at the last inspection.

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

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

Standards of achievement were at least satisfactory in all the lessons observed, in 77% they were good and in 8%, very good.

- The educational provision for the under-fives, taken overall is appropriate and promotes the desirable outcomes for children's learning.
- By the end of KS1, pupils' attainment in the core curriculum subjects exceed national averages for 2002 and 2001. Results compare well with those schools in Wales with a similar intake. The percentage of pupils attaining at least level 2 in all core curriculum subjects, the core subject indicator (CSI), for 2001, was in the highest 40% of schools with a similar intake. Results for 2002 indicate a maintenance of high standards overall with an increase in the percentage of pupils achieving level 3 in writing.
- In KS2, the percentage of pupils attaining level 4 or above for the NC tasks for 2001 exceeds the all Wales average. Results in the core subjects compare well with those schools in Wales with a similar intake. The percentage of pupils attaining at least level 4 in the CSI compared well with those schools in Wales

with a similar intake. Results for 2002, for which there is currently no all Wales comparative data indicate a small improvement in performance in both English and science but a small reduction in performance in mathematics, with regard to the percentage of pupils attaining level 5.

- In KS1 and KS2, standards in English are good overall. In both key stages pupils respond keenly to questions and listen well to teachers and fellow pupils. However, pupils have limited skills when speaking to a larger group or a general audience and there is scope to further develop pupils' oracy skills through collaborative work, role play and group discussions. In KS1, pupils read with increasing fluency and can convey the content of what they read accurately. Pupils in KS2 make good progress with their reading and many have become very good readers; able to reflect and respond critically to their reading. Pupils write competently and for a variety of purposes and use appropriate punctuation and sentence structure.
- Standards in mathematics are good in both key stages. Pupils have a secure knowledge of number, shape, measures and data handling although for a significant number of pupils their mental recall of number facts is at times slow. In addition pupils are not always secure when applying their developing knowledge to solving unfamiliar problems. Standards in science are good in both key stages. Pupils show a keen interest in the subject and apply themselves well to investigative work.
- In Welsh as a second language, physical education and religious education, standards are very good in both key stages. In art, standards are good in KS1 and very good in KS2. In the remaining non-core subjects, namely design and technology, information technology, history, geography and music, standards are good in both key stages. Pupils experience a broad based curriculum and show a good and often very good understanding of the aspects of the subjects studied. Many pupils, particularly the more able, would now benefit from studying these aspects in greater depth; thus enabling these pupils to further deepen their knowledge and understanding and develop their skills of enquiry.
- Boys and girls overall make similar progress. Pupils with SEN are very well integrated and supported and achieve very good standards relative to their ability.

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

The standards and progress in key skills achieved in the early years across the curriculum are very good. In KS1 and KS2 standards in listening are good; in speaking and numeracy are satisfactory: in reading and writing and the use of information and communications technology (ICT) they are good.

- In the early years, pupils develop their key skills progressively across the six areas of learning. They make very good progress in the early skills of literacy and numeracy and respond well to ICT work, which effectively supports their development.
- Pupils in both key stages have good listening skills but satisfactory skills when speaking. In KS1 they listen well to stories and poetry: during whole class discussion, their responses indicate that they have listened appropriately. In physical education sessions they interpret instructions and music well and can offer some suggestions for improvement.
- In KS2 pupils listen well to questions by teachers and make every effort to respond during class discussion. In Y3, pupils' oral evaluations of completed work in art develop well. In physical education sessions they respond well to commands in Welsh and offer some sensible suggestions for improving their work. Pupils understand and use subject specific vocabulary in a range of topics for example, when selecting font size in IT. Opportunities for pupils to extend their speaking skills in group investigative tasks and when addressing audiences are underdeveloped in both key stages.
- In both key stages pupils value reading and have good book skills. They are able to read their own work accurately and interpret worksheets and displays with increasing confidence. In KS2 pupils use textual information purposefully to develop a further understanding of their subjects. They are able to access information from a variety of sources to support their topic work and use independent research in school and at home to support their studies.
- In KS1, pupils write for a variety of purposes and are beginning to structure their work appropriately. In Y2, pupils keep written records of weather conditions in Welsh. Their work on force and vibration in science reflects evidence of recording with increased accuracy in a variety of formats. By the end of the key stage pupils' empathic writing in the form of a diary of a 'pit girl' is of good quality and they produce detailed accounts of visits to museums and parks.
- In KS2, pupils write for a variety of purposes in a range of subjects. Their work related to historical studies and visits is a particular strength, for example, diary extracts on life in Caerleon and pupils' accounts of the working conditions of children. In Y3, pupils written critiques of work in art are well developed. Pupils record their responses to scientific investigations effectively. They plan, describe and evaluate their design and technology tasks and effectively record opposing viewpoints when considering controversial issues.
- Pupils' skills in numeracy are satisfactorily developed throughout both key stages in mental and written tasks. There is evidence of measurement in science and graphical representation and interpretation in Welsh and geography. In Y2, pupils

use a number line effectively to measure the elasticity of materials. In their historical studies in Y3, pupils develop an understanding of pattern and number sequence when designing and stitching, while in Y6, pupils use estimation and scale when developing their portrait skills in art.

- In both key stages ICT is used effectively to support learning in a developing range of curriculum areas. Pupils use computers with increasing confidence and independence. They access information from CD ROMs and the internet and use ICT to process data and support creative work.
- Currently the lack of a coherent whole-school approach to the development of key skills contributes to an inconsistent approach to planning. Teachers' planning needs to consistently identify and clarify strategies for the progressive delivery of key skills across the curriculum.

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

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

Provision for pupils' spiritual, moral, social and cultural development is good.

- The school has a welcoming and caring family ethos. Pupils are friendly, courteous and helpful and eager to assist adults and each other.
- The quality of relationships within the school is very good: staff, parents and adult helpers work in close partnership to ensure pupils are provided with a calm and purposeful working environment in which their needs are well met: The head teacher and staff provide very good role models: pupils talents are valued and cultural diversity and racial harmony are positively promoted.
- Pupils co-operate well when working in pairs or groups: they have a clear sense of right and wrong and demonstrate increasing self-reliance. Older pupils willingly guide the younger ones and respond readily to the opportunities to take responsibility and exercise initiative. They undertake their duties on the school council seriously and make sound contributions to the life of the school.
- The culture and heritage of Wales is a very well established feature of the school and is portrayed strongly in many aspects of the curriculum. Through their work with local artists, craftsmen, storytellers and visits to museums and exhibitions pupils are encouraged and enabled to appreciate their own cultural traditions and to respect the diversity and richness of others: their understanding of other people's lives beliefs and traditions is well reflected in their work based on the Paul Robeson exhibition.

- Acts of collective worship are enjoyable and pleasant occasions: pupils respond well to the messages being shared and are enthusiastic in their singing of hymns. There is a need, however, for these occasions to be further developed to ensure pupils have planned and regular opportunities to be more active participants.

#### **4.2 Behaviour and attitudes**

The standards of behaviour and pupils' attitudes to learning are good overall.

- The school has high expectations of pupils' social and academic abilities. Schemes are in place to improve and maintain behaviour. Staff are consistent in their implementation of routines and in encouraging pupils to give of their best. Pupils are valued and respected: relationships are very good and the school is a welcoming, friendly and orderly community.
- Pupils enjoy coming to school and are keen to do well. They have good attitudes to learning, settle quickly to their work and show perseverance and concentration. They organise themselves quickly into groups and co-operate and support each other when they work in pairs.
- Pupils are encouraged to accept responsibility for their behaviour: they respond well to the school rules that are displayed prominently throughout the school and to the reward system. They are involved in drawing up classroom rules. Pupils feel they are treated fairly and that their efforts are valued.
- All parents sign the home/school agreement implemented by the school. They support the school's positive behaviour management policy: the Coping with Kids course run by the Behaviour Support Unit was well attended. Parents carry the strategies through from school to home to help in their dealings with their children.
- A separate anti bullying policy sets out procedures for dealing with unacceptable behaviour. No incidents of anti social behaviour were noted during the inspection.
- The vast majority of pupils behave maturely and show courtesy and consideration to each other to staff and to visitors. Pupils move sensibly around the school. Y6 pupils have a role in maintaining good order in the junior department: they take their responsibilities seriously but as yet they have no role in helping the younger pupils.
- Trained mid day supervisors maintain positive discipline to ensure continuity of good behaviour during the lunch period: they have a role in the reward system.

Supervision in the dining room is very good and this is a social time for the pupils.

### **4.3 Attendance**

Attendance is good.

- At 94.65% per cent the average rate of attendance is above the LEA and all Wales averages.
- Absences are caused mainly by illness although the overall rate is affected by family holidays in term time: some are unavoidable because of the unusual shift patterns required by parents' employment. A small number exceed the permitted ten days.
- Pupils arrive punctually at the start of the day; individual sessions and lessons start on time. Registers are completed meticulously at the beginning of each session and comply with regulations.
- Absences are carefully monitored. Targets are set: the school works closely with the educational; welfare officer and has been successful in eliminating the small number of condoned absences. The school's reward system for improved attendance and punctuality is closely linked to the assertive behaviour policy. Parents are regularly reminded of the detrimental effects of lateness and non-attendance on their children's education.
- There have been no exclusions for many years.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was satisfactory or better in 96% of the lessons observed. In 71% the teaching was good or better and in 19% it was very good.

- The quality of teaching in the reception classes is consistently good and often very good. Routines are well established, appropriate activities are planned with a clear focus on learning objectives and adult intervention in children's learning is effective and appropriately challenging. Children progress within a secure and well supported environment.
- In KS1 and KS2, planning shows continuity and progression across all the subjects of the curriculum. Teachers plan conscientiously and thoroughly with clear learning objectives and outcomes. The purpose of the lesson and how the objectives will be achieved are consistently shared with pupils. Short term

planning is directly linked to schemes of work and provide clear guidelines for the structure of lessons.

- Teachers throughout the school have a sound knowledge of the NC. They attend regular INSET courses, work well together as a team and work hard in a supportive and professional environment.
- Teachers prepare lessons thoroughly and resources are ready and available for pupils to use, so that sessions begin promptly; transitions between activities operate efficiently with little learning time being wasted.
- Lessons are well structured with appropriate whole class introductions: direct teaching is focused and well paced. In all classes lessons commence with a recapitulation of earlier work to assess knowledge and create a foundation for the current lesson. Questioning techniques are well developed and in the best examples extend pupils' responses; encouraging pupils to think for themselves. In those lessons where teachers further develop pupils' knowledge or their ability to explain their understanding through analytical questioning, standards are invariably at least good. During lessons teachers effectively reinforce concepts and subject specific vocabulary. Lessons conclude with a plenary session that allow a sharing of achievements and an understanding of what has been learned. However, in some lessons and classes, in both key stages, the amount of time devoted to such sessions is inadequate with a lack of reference back to the learning outcomes for the lesson.
- Teachers employ a range of teaching approaches, though often constrained by limited classroom space, particularly in KS2. Resources are used effectively to enhance the lesson. In some lessons, pupils are overly dependent on the teacher, which restricts opportunities for them to work independently on open-ended tasks, or to take responsibility for their own learning through problem solving and individual research. While there is evidence of pupils working independently or collaboratively in small groups, it is usually on tasks framed exclusively by the teacher. Similarly there is a need to develop further opportunities for pupils to report back on their work, share their findings and receive indication of how they could improve.
- Where teaching is consistently good and often very good there is a lively pace, which keeps all pupils alert and involved. The conduct of lessons is well structured and focused and signal high, but attainable, expectations of all pupils. Pupils, through constructive criticism, are encouraged to evaluate their own work and that of others as a means for improvement. In the majority of lessons time management is good and pupils have clear targets for the various stages in their work.

- On the few occasions where shortcomings occur in teaching and where lessons are satisfactory there are often unnecessary overlong introductions, the structure of the lesson is narrowly focused and time management is inappropriate often resulting in a slow pace and unclear direction to the lesson. This results in unfinished work and pupils unable to realise their full potential. In addition the teaching approach does not fully serve the needs of the learning objective or that of the more able pupil so that the lesson fails to signal appropriate and challenging expectations. Similarly plenary sessions are ineffectively used as a means of evaluating achievement against intended outcomes.
- Work in English and mathematics is usually set an appropriate challenge for pupils. However, there is scope to extend these arrangements across the curriculum to ensure that work is consistently well matched to pupils' knowledge, skills and understanding and in particular to challenge the more able pupil.
- Class routines are well established and run smoothly. Pupils show a high level of self-discipline and their behaviour and responsiveness in class, towards the teachers and each other is very good. Teachers establish very good relationships with pupils. They provide individual support and offer frequent praise and encouragement. Class management is very good.
- Teachers show an enthusiasm for their work. Support teachers and staff know their roles well and work efficiently and conscientiously alongside the teachers. The quality of their support is very good and they make a substantial and valuable contribution to pupils' learning and welfare.

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

Arrangements for assessment, recording and reporting are good.

- The school's policy for assessment, recording and reporting together with the marking policy provide a sound framework for a whole school approach to assessment.
- Class teachers identify various forms of assessment in short term planning documents. In the best examples, teachers identify specific activities through which the forms of assessment are implemented. However, there are examples of planning in both key stages where specific assessment tasks are not clearly identified.
- The detailed analysis of school assessment data enables the school to identify areas of weakness of individual performance and to set targets for overall school improvement.

- Portfolios of exemplar work support moderation of pupils in core subject areas. Samples of work retained provide evidence of the context and date and of the level achieved.
- The school's marking policy provides teachers with clear guidelines when marking pupils' work. In the best practice, teachers provide written comments, set targets for improvement and effectively support pupils' progress. In a minority of classes marking is often cursory with generalised comments, which do not provide appropriate levels of support.
- Progress in reading is recorded in both key stages. Written comments are diagnostic and helpful in supporting pupils' learning.
- The records maintained by the school provide summative information of pupils' achievements, which effectively contributes to information for end of key stage transition and reports to parents.
- Consultation meetings are held during the school year enabling parents to discuss their child's progress with teachers. Annual reports issued to parents in the summer term are of good quality and comply with statutory requirements. They identify achievements in all subjects and indicate where improvements can be made.
- The school complies with statutory requirements for assessing and recording the needs of pupils on the special needs register.

### **5.3 Curriculum**

The curriculum is broad, balanced and relevant and meets statutory requirements.

- The quality of provision for reception children is appropriate to their needs and, overall, children make good progress towards the Desirable Outcomes for Children's Learning.
- In the early years the curriculum offers a wide range of experiences to enhance children's development across the six areas of learning. Planning has a clear focus on anticipated learning outcomes and includes clear identification of outcomes for activities, including both spontaneous and structured play.
- In KS1 and KS2, the curriculum is well planned and organised to ensure that appropriate time is allocated to all subjects. There are good quality schemes of work for all areas of the NC and religious education.

- Medium-term and weekly planning generally provides clear guidelines; in most cases, anticipated learning outcomes are appropriately identified. Staff plan together to ensure that pupils in a specific year group experience a similar curriculum.
- Planning clearly identifies opportunities to promote Y Cwricwlwm Cymreig, an overview of all subject areas for both key stages has been produced to ensure that every opportunity is taken to address the requirements of Y Cwricwlwm Cymreig which is a strength of the school.
- There is no policy document for the development of key skills across the curriculum. There are inconsistencies evident in teachers' planning for the development of key skills. In the best examples, opportunities to develop key skills are clearly identified, with specific activities highlighted across curriculum areas.
- The school works hard to promote the personal and social development of all its pupils, and overall pupils achieve good standards; it fully complies with ACCAC guidelines.
- Pupils throughout the school receive appropriate homework tasks, which effectively support the curriculum.
- The school offers a wide range of extra-curricular activities, which are very well supported; these include a number of sporting and dance competitions, in which the school has considerable success.
- The many educational visits and the numerous visitors to the school greatly enhance pupils' learning experiences and contribute significantly to the standards they achieve.

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

The quality of support and educational guidance is good

- Class teachers and support staff know and care for the pupils well and ensure that they are effectively supported. The school has good arrangements to monitor pupils' progress and to keep parents regularly informed.
- Pupils' achievements in and out of school are celebrated. Teaching staff value the pupils in their care and have high expectations of them. This motivates pupils socially and academically.
- Pupils with special educational needs are fully integrated in all the aspects of school life.

- The school's policy for PSE is of a good quality and provides good support for teachers when planning the pupils' support and guidance programme. PSE is delivered through subjects in the school's curriculum and through focussed activities. The school's programme enables pupils to consider community and citizenship issues.
- The school has good arrangements for ensuring the health and safety of pupils. First aid equipment is available in key areas around the school and a member of staff has received relevant training. Fire drills are held regularly and there are clear guidelines outlining procedures for the evacuation of the building.
- The main school entrance has a controlled access system to ensure the safety of pupils and staff. During playtimes and lunchtimes boys in Y6 use a lower playground area, which has open access and constitutes a hazard to their health and safety.

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

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

- Five pupils have statements of SEN and a further twenty-seven are identified at stages one to three of the Code of Practice.
- The special needs coordinator oversees the school's clear and coherent policy; provision for SEN is well co-ordinated and documented. The early identification of pupils with learning difficulties is a significant feature and the monitoring of their progress is effective and thorough.
- All pupils with SEN are fully integrated into the life of the school and progress well.
- Pupils with SEN are very well supported by a special needs teacher and two nursery nurses; all make a significant contribution to the educational development of pupils with special needs. Pupils are purposefully taught in withdrawal sessions, either individually or in small groups, according to their specific needs. There is a clear understanding of the particular needs of pupils and of the specific learning strategies necessary to achieve progress.
- Meticulous records are kept on the progress of all pupils with SEN. Collaborative planning involving class teachers and the SEN team underpins the quality of learning and enables pupils to make very good progress relative to their prior

attainment. A diary system ensures that class teachers and parents are fully conversant with the progress pupils make.

- Clear and helpful individual education plans are targeted to meet pupils' individual needs. Reviews are carried out regularly, and include consultative meetings involving parents and class teachers and new targets are set as required. Parental involvement is encouraged at each step.
- Good working relationships have been established with outside agencies. The head and link governors with responsibility of SEN maintain an appropriate overview of provision.

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

Partnership with parents is good and with the community, schools and other institutions partnership is very good.

- The quality of the written information provided for parents is satisfactory: the school prospectus is useful but together with the GB's annual report to parents it does not fully meet the National Assembly of Wales requirements of circulars 14/01 and 15/01 respectively.
- Parents are kept informed about school matters through frequent newsletters and there is good daily informal contact with staff.
- The vast majority of parents are appreciative of the work of the school. Parents endorse its high expectations. A significant number of parents at the pre inspection meeting and in response to questionnaires and discussions during the inspection would appreciate further information about subjects being taught and ways in which they can help their children. The school plans to develop curriculum information through a website and one teacher in lower KS2 has produced a useful information sheet outlining topics to be taught during the autumn term.
- A significant number of parents make positive contributions to the life of the school: parents' expertise is fully utilised. They provide good quality support in the classrooms, on educational visits and with after school activities; a parent helper leaflet provides useful guidance. Volunteer reader helpers trained by the LEA have gained a prestigious award in recognition of their work in the school. Helpers are very much valued and appreciated by the school.
- The PTA is very active and organises fundraising and social events that are family oriented. Monies raised are used to improve the environment for example playground games and markings and wet play equipment and to extend the computer equipment through the purchase of an additional interactive whiteboard;

parents were actively involved in making the hall tapestry. Individual parents make donations of equipment.

- The school plays an active part in the community: pupils support community events and charities. Educational visits and visitors help to enhance and enrich pupils' education. Their experiences include working with artists in residence, writers, musicians and professional dancers. Pupils are successful in local and national competitions: they dance at the National Eisteddfod and their artwork is displayed in the community hall and Newport museum. Y6 pupils were involved in the Paul Robeson project at Tredegar House.
- The school has very good links with surrounding primary schools and the receiving secondary school. Strong pastoral and curriculum links are well established: there is regular interchange of staff between schools. Pupils in Y6 are involved in cross phase projects in mathematics and English: plans are in place to develop IT links.
- The school's partnership with an initial teacher training institution is very good: training provision for student teachers is of the highest quality. Teachers' professional development is enhanced through their roles as student mentors, university lecturers and advisory teachers. Good links exist with a number of surrounding colleges; the school provides work experience and training for child care and secondary school students.

### **5.7 Partnership with industry**

Partnership with industry is good.

- The school has a written industry policy: three teachers have benefited from industrial placements and further placements are planned.
- The school has established a number of useful links with industry and commerce. Visits and visitors help to raise pupils' awareness of the world of work for example pupils throughout the school work with specialists from a local quarry and transport company on a conservation project. Y5 pupils work with professional rugby players on a literacy and numeracy project. Y6 pupils are involved in a mini enterprise project: they visit resorts and university sports facilities and work with professionals to plan a sports and leisure complex.
- Pupils benefit from specialist sports coaching.
- The school and community benefit materially from its links for example the school donates excess plants and bulbs for planting around the village and nearby fish farm.

## **6. MANAGEMENT**

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

The quality of self-evaluation and planning for improvement is satisfactory; the school is at an early stage in developing a coordinated approach to self-improvement.

- The school makes use of a range of assessment data, some classroom monitoring and analysis of test data and NC results to establish an awareness of strengths and weaknesses. However, often this analysis lacks a clear focus to enable meaningful conclusions to be drawn. The school's assessment report provides an analysis of NC results over the last few years and while it accurately summarises information and set some targets these are insufficiently linked to strategies for improvement.
- Individual subject leaders evaluate the standard of pupils' achievements. However, the school's procedures for evaluating the standards of pupils' achievements, the quality of teaching and learning and overall educational provision are not yet sufficiently systematic and structured to identify relative strengths and weaknesses. The role of the subject leaders needs to be further developed through a regular and analytical evaluation of standards and the devising of appropriate action plans to inform the review process and procedures for school improvement.
- The school development plan (SDP) sets prioritised targets for school improvement. Appropriate reference is made to objectives, actions to be taken and the costs and training involved. While success criteria are identified these could be more clearly focused. Similarly the monitoring and evaluation procedures to ensure strategies adopted are effective and success achieved are insufficiently clarified for it to be an effective management tool.
- The school has a hardworking team of experienced and effective teachers who attend a good range of relevant in-house and external INSET programmes. The school, however, as yet to devise clear strategies and programmes of action to ensure staff are productively involved in the elements of planning for improvement which reflect a whole school approach.

### **6.2 Leadership and efficiency**

Leadership and efficiency are good.

- The school has appropriate aims and a commitment to equality of opportunity for all. Staff and governors have a clear sense of purpose; they have a strong commitment to the school and the community.

- The orderliness of pupils, daily routines and the quality of relationships are strong features of the school which all staff have worked hard to achieve. Teachers and additional staff help and support each other constructively; a good team spirit exists.
- The headteacher has a clear commitment to the well being of all pupils and undertakes his tasks conscientiously. He has a good oversight of the life and work of the school and has created an environment where all staff are valued. In the twelve months since his appointment he has worked to successfully create a collegiate leadership where staff are empowered to raise standards in teaching and learning. He shows good leadership skills and is ably supported by the deputy headteacher.
- The senior management undertakes its tasks conscientiously though there is a need to expand its role as a strategic planning group to ensure the dissemination of existing good practice and ensure a co-ordinated whole school approach to self-evaluation and planning for improvement.
- Key stage and staff meetings occur on a regular basis and include regular in-service sessions to enhance teachers' skills. They operate effectively to ensure that curriculum concerns are well addressed and that new developments in teaching and learning are regularly discussed.
- The governing body is supportive, involved in the life and work of the school and well informed and has a positive impact on the school's progress and development.
- The budget is well managed and controlled and financial priorities are clearly identified; expenditure is carefully monitored. The governing body takes appropriate responsibility for the oversight of financial management. Recommendations in the last auditor's report have been fully implemented. The school gives good value for money.
- Available resources; staff, money, accommodation, resources for learning and time are efficiently and effectively managed to promote high standards and good quality learning experiences for pupils.
- Administrative procedures are clear and operate efficiently. The school runs smoothly and operates very successfully on a day to day basis. The school benefits from good clerical, and administrative staff who ensure the efficient operation of the school office. The school complies with statutory requirements and takes good account of government guidelines.

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

The provision for staffing and learning resources is good. Accommodation is satisfactory overall.

- The school is appropriately staffed for the number of pupils on roll. Teachers are well qualified and provide the school with a full range of skills and experience. All are provided with appropriate job descriptions for their curricular roles. Support teachers and staff are well deployed and serve the needs of the pupils; the quality of support is very good. All staff serve the school extremely well and are valued for their contributions.
- All staff regularly attend INSET courses as part of their continuing professional development. They disseminate their experiences to other members of the teaching team. The teamwork between staff is a strong feature of the school.
- The school has an enviable location with large well maintained playing field and hard surfaces. However, the internal accommodation is barely adequate for the number of pupils on roll. The main building provides accommodation for all classes with the exception of a Y2 class which is housed in an adjoining demountable classroom. Communal teaching areas are available for both key stages and these are effectively utilised as key stage computer suite facilities and as additional areas for support teaching. The space in many classrooms, particularly in KS2, is somewhat constrained and movement around the class is inhibited. The space available to the two reception classes is insufficient to meet the needs of the pupils. There is a lack of space for effective role-play and accessibility to large construction resources.
- The school has a main hall used for assemblies, physical education and musical activities and for dining purposes. It is barely adequate for the latter. The premises are well cleaned and the overall cleanliness and upkeep of the school is a credit to the caretaker and his staff. However, there is some water penetration at several points around the school.
- Displays around the school, including two large murals in the hall, reflect a wide range of pupils' activities and considerably enhance the quality of the learning environment.
- Teaching and learning are supported by a good range of learning resources. The school has invested heavily in the provision of two computer suites, one for each key stage, which provide an effective and well used resource. There are additional computers in the classrooms. Storage for resources, especially for physical education, is limited. Teachers ensure that resources available are well used and accessible to pupils.

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

### **Standards achieved by pupils**

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

The overall quality of provision for the under fives is appropriate to their needs and pupils are making good progress towards the desirable outcomes for children's learning.

Pupils in reception achieve consistently good or very good standards.

#### **Good features**

- The effective organisation and management of an appropriate range of activities and the variety of teaching strategies adopted, contribute purposefully to the quality of children's learning and to the standards they achieve.
- Teachers, nursery nurses and adult helpers work in close partnership and are sensitive and focused in their support of children. The quality of relationships is very good.
- During their 'big book' and other whole class work, children enter readily into discussion with their teachers. They talk with increasing confidence about illustrations, titles and aspects of the front cover of 'big books'; some are beginning to pose interesting questions of their own.
- A home – school diary contributes positively to children's confidence in speaking: individuals willingly address the class when sharing activities; children clearly enjoy these shared experiences and make very good progress.
- Several children have made an early start with reading. They handle books sensibly and use picture cues effectively to make simple deductions. Children willingly discuss aspects of their texts and are able to make links with personal experiences.
- Children develop early independence in their writing. They handle writing tools confidently and use the white boards readily to write and draw for the class. Children are aware of the difference between upper and lower case letters and understand the importance of correct letter formation; adults positively reinforce appropriate strategies. Some very good standards are achieved in early literacy skills.

- Children make very good progress in their understanding and use of Welsh; they respond well to commands and make good attempts to use a variety of phrases and sentences in relevant classroom contexts.
- Children have a very good understanding of early mathematical language, which is developed through discussion and a good variety of practical experiences shared with adults. Many are able to count accurately to 20 or more and use their number line confidently to identify order and discover missing numbers. Most can recognise long or short items and can sort these into simple sets. More confident children can identify edges and faces on a cube and can 'double' numbers accurately.
- Children make very good progress in the development of their personal and social skills. Routines are very well established and a calm and purposeful working atmosphere prevails. Children are happy, confident and developing independence. They work well together and are eager to share experiences with adults. Children are able to empathise with the feelings of others: they can suggest positive ways to make someone feel happy and show care and concern for those less fortunate than themselves. Children understand the importance of giving thanks and devise their own prayers at the end of each day.
- Children's knowledge and understanding of the world develops well. They know the days of the week and make sensible adjustments to their self-made gauge to reflect daily variations in weather conditions. With adult help children use a digital microscope purposefully to investigate fingerprints. They see themselves as 'scientists' and show good development in their use of appropriate scientific language.
- Children understand the pattern of their school day and show good development in their skills of observation, prediction and estimation when experimenting with sand or during their measuring activities with adults. Children use computer programmes sensibly to support their learning.
- The children enjoy a good range of creative activities. They paint, draw and mould with a variety of media and tools and explore and experiment confidently with colour, shape and texture. Some of their pictures of sunflowers include interesting detail and are of a good and sometimes very good quality. Children make careful choices when decorating birthday cakes and enjoy talking about their work and having it appreciated by adults. Their designs of animals have been incorporated into the hall mural during work with a local artist.
- In role-play situations, children play imaginatively; they are beginning to improvise stories through puppetry. Children readily recall the words of familiar songs and hymns and sing and interpret actions well.

- During their physical education sessions children listen carefully to instructions and respond well to commands; their positional language is well developed. During creative dance they demonstrate good spatial awareness and display well-controlled movements. They run, jump and count with confidence, show a high degree of concentration and perseverance and produce some high quality imaginative and contrasting movements; good standards are achieved during these sessions.

### **Shortcomings**

- There are no significant shortcomings. However, pupils have no regular access to outdoor play or the use of large apparatus or wheeled vehicles to practice and improve their movement skills.

### **English**

Standards of achievement in English are good overall.

### **Good features**

- Throughout both key stages pupils make good progress in their listening skills. In all classes the majority listen attentively to their teachers and demonstrate an interest in contributions made by their peers. Staff provide good role models and work consistently to ensure the enrichment and extension of pupils' vocabulary.
- In KS1, pupils respond with enthusiasm to teachers' questions during literacy sessions and whole class discussion; their recall of relevant details from stories and poems is good. In Y1 pupils are able to identify the adjectives used in a story and can confidently substitute these with vocabulary choices of their own when writing poetry. Pupils in Y2 present their work confidently to the class; they use some imaginary vocabulary choices and are beginning to offer opinions and simple explanations.
- Throughout KS2 pupils begin to adapt their speech to a widening range of demands. Some pupils in Y3 and Y4 make very good gains in vocabulary development and in response to the teaching strategies adopted make every effort to use extended sentences when expressing opinions.
- During drama sessions in Y5 pupils work hard to consider options and make decisions when interpreting aspects of their class text; in Y6 opportunities for pupils to debate and discuss controversial issues contribute positively to building their confidence when addressing others.

- Standards of achievement are good in reading. In KS1 pupils read at an appropriate level with increasing fluency. They are able to apply an appropriate range of strategies to help them interpret unfamiliar words and to search for meaning. They focus well and express opinions quietly about aspects of their texts or when discussing their reading preferences.
- In KS2, pupils continue to read a range of texts with increasing accuracy. Some younger pupils read their own work competently to the class: their responses to shared texts by techniques such as empathy and character study develop well. During group reading sessions, pupils respond with enjoyment and interest. Many are able to predict events, apply inference and deduction and locate and retrieve information from a variety of sources.
- In KS1, pupils make good progress in their independent writing. They write for a variety of purposes in a range of contexts. In Y1 pupils create lists competently on their white boards: they write poetry, simple stories, create speech bubbles and issue invitations. As they move through the key stage, pupils begin to structure their work appropriately and to incorporate punctuation in a meaningful way: they make good attempts to spell simple words and use classroom display effectively to assist them with their writing. At the end of the key stage, pupils produce some factual writing of good quality: their written responses to historical visits are a strong feature.
- Throughout KS2, pupils write in response to a wide variety of stimuli and for an extended range of readers. They make good progress in their ability to plan, draft, revise and present their writing. Pupils develop an increasing understanding of how ideas are sequenced and structured and make some imaginary vocabulary choices, for example, in Y3 when designing posters, in Y4 when considering alternative endings to a story or in Y5 when describing a storm. At the end of the key stage some pupils produce extended writing of a high standard. Their poetry and written responses to controversial statements demonstrate mature use of language and good application of appropriate punctuation and style.
- Throughout the school, standards of presentation of pupils' work are generally good. The majority make good attempts at spelling from the commencement of KS1. In both key stages they use word banks, classroom display and dictionaries effectively to assist with their language activities.

### **Shortcomings**

- Speaking skills involving extended responses, sustaining points of view and addressing an audience, are insufficiently developed.
- Pupils' ability to produce a joined and fluent style of handwriting is variable.

## **Mathematics**

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

### **Good features**

- In both key stages pupils make good progress in their understanding of number and in the development of mathematical skills, knowledge and concepts. Pupils use mathematical terminology appropriately when discussing their work.
- In KS1 pupils are developing a good understanding of place value and can add and subtract using one and two digit numbers. Y1 pupils record patterns in addition and subtraction, count in two's and recognise odd and even numbers. They recognise signs for number operations and apply them appropriately. Pupils in Y2 count on and back from a hundred and are able to multiply and divide using two digit numbers. Pupils in both year groups use apparatus appropriately to support their work.
- Pupils in KS2 extend their knowledge and understanding of number; they can explain different methods of calculation in appropriate terms. Pupils in Y6 recognise the equivalence of decimal and percentage forms of fractions. They count on and back from two digit numbers in tens and hundreds. More able pupils demonstrate methods of computation to include negative numbers.
- In both key stages pupils can describe the properties of two-dimensional (2D) and three-dimensional (3D) shapes.
- In KS1 pupils draw regular shapes and patterns. Pupils in Y2 describe the properties of 2D shapes and differences between them. They recognise reflective symmetry in simple 2D shapes and pattern. Across the key stage pupils use standard and non-standard measures appropriately. They use simple measuring instruments appropriately and interpret numbers and scales accurately.
- Pupils in KS2 understand the congruence of simple shapes and recognise reflective and rotational symmetry of 2D shapes. At the end of the key stage Y6 pupils use right angles and degrees to measure rotation and are able to use the associated language. Pupils use co-ordinates to specify location with more able pupils using six figure grid references. Pupils in Y3 find the areas of squares and rectangles while Y6 pupils explain the methods they use when finding the volumes of cuboids.

- In both key stages pupils interpret mathematical data and present their results using diagrams, tables and graphs appropriate to their age and ability.
- Pupils in KS1 develop their skills in interpreting graphs and are able to represent their information using block graphs. In KS2 pupils interpret a wider range of diagrams and graphs to represent data including pie charts. Pupils use the computer where appropriate. In both key stages pupils are able to draw meaningful conclusions from graphs and communicate these using appropriate language.

### **Shortcomings**

- In both key stages pupils are often slow in recalling number facts.
- Pupils are not always able to apply mathematical knowledge in context when solving problems in mathematics lessons or in other subject areas.

### **Science**

Standards of achievement are good in both key stages.

### **Good features**

- Throughout KS1 and KS2, there is good development in knowledge and understanding of materials, physical processes and life processes and living things. Pupils have a good recall of recent work. Pupils respond to questions, work enthusiastically at their tasks and understand scientific terms and concepts relevant to their age and stage of development.
- In both key stages pupils understand the concept of a fair test and the need to keep different variables constant, and can follow the scientific process of predicting, experimenting and drawing conclusions. In recording their work pupils show a good understanding of the purpose of the investigation, the methods used and the results achieved. They report their work clearly using relevant scientific vocabulary and use a range of methods to present information gained.
- In KS1, pupils make good progress in their use of observational skills to make comparisons of the properties of materials and in their understanding of how the properties of some materials can change. Pupils recognise that some changes, for example stretching of fabrics, are reversible while other changes are permanent.
- Pupils in Y3 have a very good understanding of the function and structure of teeth, of how teeth decay and the role of bacteria and of the importance of dental

care. Through their investigations they show a good understanding of consequences of poor dental hygiene.

- In their studies on light, pupils in Y3 are able to test a range of materials using data logging equipment and through their interpretation of data sheets to investigate the different suitability of a range of materials for sunglasses. This work is extended in Y5 and pupils show a very good understanding of the properties of light. Pupils are able to use abstract ideas in descriptions, such as objects being seen when light from them enters the eye and we see objects because light falling on them is reflected.
- Pupils in Y4 show a good understanding of simple electrical circuits and of the insulation and conductive properties of a range of materials.
- Pupils in Y6 have a good understanding of the effects on plant growth of a change in nutritional conditions, for example, light and water and are able to investigate the effects of available space in a study of seed dispersal. Pupils have a good understanding of the importance of light in plant growth and of the processes involved, i.e. photosynthesis. Similarly they have a good understanding of the concept of competition when examining seed dispersal and germination.

### **Shortcomings**

- While pupils are able to formulate questions, and the more able hypothesise, they have limited skills in designing and devising their own experiments. As a result the recorded work tends to be very similar and some pupils are insufficiently challenged.
- Further work is needed to extend pupils investigative skills, such as repeated observations and measurements to check accuracy, identifying patterns and trends and ensuring that the conclusions of investigations are linked to a through analysis and interpretation of findings to seek explanations.

### **Welsh second language**

Standards of achievement in both key stages are very good.

### **Good Features**

- The use of incidental Welsh is a significant feature in all classes throughout the school, pupils respond naturally to instructions and questions from class teachers.

- In KS1, pupils are introduced to basic sentence patterns and vocabulary, related to their personal experiences. They are able to use and respond to greetings, ask and answer questions about things they like, discuss the weather, use prepositions, for example, in response to the question “Ble mae’r tedi?” (Where’s the teddy?).
- Pupils’ reading skills develop very well; they can read words and simple phrases related to their oral work. They are familiar with a wide range of appropriate Welsh books.
- Pupils copy Welsh words and phrases and begin to write independently. Pupils in Y2 keep a weather diary and write simple sentences to describe toys.
- Very good progress is made in KS2, as pupils consolidate and extend language patterns and vocabulary.
- Pupils speak clearly, with very good pronunciation and intonation. During role-play and hot-seating activities, pupils use a wide range of language patterns, in the present and past tense, to discuss familiar and imaginary experiences. They are able to combine and substitute language patterns to extend and develop their conversations.
- Reading skills develop very well as pupils are able to read increasingly challenging texts fluently. Pupils often choose Welsh medium texts during guided reading sessions.
- Pupils are increasingly able to write independently in a range of styles and for different purpose, for example, dialogues, descriptive and factual accounts and book reviews.
- Pupils use ICT effectively to support their language development.
- The wide range of high quality resources used and activities pupils experience, have a positive effect on standards.

### **Shortcomings**

- There are no major shortcomings.

### **Design and technology**

Standards of achievement in design and technology are good in both key stages.

### **Good features**

- Pupils in both key stages make good progress in design and make activities. They are developing good skills in planning, evaluating and finishing their products. They choose suitable materials, measure accurately and use appropriate tools and techniques.
- Pupils in KS1 understand how to use simple mechanisms and the properties of different materials. They record their ideas appropriately in words and pictures. In Y2 pupils understand that materials behave in different ways when designing and making models of castles from reclaimed materials. Y1 pupils extend their use and knowledge of materials when making models of animals using clay.
- In KS2 pupils extend their knowledge and understanding using a wide range of materials and components. Y3 pupils design and make a moving vehicle driven by an electric motor. Pupils in Y3 consider the function and effectiveness of their product when designing sunglasses. At the end of the key stage, Y5 pupils consider the function and appearance of a product when designing water cartons.
- Cross-curricular links are developed in history, music and religious education. Y1 pupils develop their awareness of celebrations from other faiths when making cakes to celebrate Divali. Pupils in Y3 make models of Celtic huts while pupils in Y6 explore different sounds when making stringed instruments.
- In both key stages pupils discuss and evaluate their work appropriately.

### **Shortcomings**

- Design and make tasks are often over-prescriptive and do not provide pupils with opportunities to develop problem solving skills.
- In both key stages IT is not used sufficiently to enable pupils to develop and communicate ideas in a variety of ways.

### **Information technology**

Standards of achievement are good in both key stages.

### **Good features**

- Pupils in both key stages are developing confidence when handling computers. They can enter and store information and communicate their ideas in different forms. Pupils are able to describe their activities and how they control their work.

- The recently installed computer facilities support continuity in the development of pupils' skills in both key stages.
- Pupils in KS1 are able to generate and communicate their ideas in different forms. Pupils are able to write sentences and add pictures to text. Y1 pupils demonstrate good keyboard skills when writing a story choosing an appropriate font style. Y2 pupils produce imaginative stories using appropriate punctuation and spelling.
- Word processing techniques are developed further in KS2 where pupils can modify, edit and combine graphics and text.
- In both key stages pupils develop their creative skills appropriately to enhance their work. In KS1 pupils use paint programmes appropriately while KS2 pupils make sensible choices to enhance the presentation of their written work. At the end of the key stage Y6 pupils present information in different styles and for specific audiences. They research information and prepare illustrated promotional literature for activity holidays.
- In both key stages pupils use their knowledge and skills to support their work across the curriculum. Y2 pupils use CD Roms to research information on castles in history. Y6 pupils use the Internet to support their work in religious education. Digital cameras are used extensively in both key stages. Y5 pupils produce freeze frame photographs to support their work in drama.

### **Shortcomings**

- In a minority of classes in both key stages insufficient use is made of IT to support pupils' learning.

### **History**

Standards of achievement are good in both key stages.

### **Good features**

- Throughout the school pupils are interested in the subject; they listen well, respond effectively to a range of questions and show a good recall of previous learning, using relevant language and vocabulary.

- In KS1, effective use of visits, photographs and artefacts about changing ways of life enable pupils to make the distinction between past and present in their lives and give reasons for classifying items as old or new. They are able to discuss similarities and differences between historical periods when related to everyday activities, for example toys.
- Through their studies of historical characters, for example the diary of Harriet, the pit girl, pupils in Y2 are able to recognise why people did things, why events happened and what happened as a result. Visits, for example to the Rhondda Heritage Park, extend pupils' understanding and enable them to show a strong empathy with the character.
- Throughout KS2, pupils have a good sense of the social aspect of history and can show empathy with characters and events. They have a growing ability to identify the causes and consequences of historical events and to recognise changes over time, for example the break with Rome during the Tudor period in Y4 and the condition of working class children in Victorian times in Y5.
- To further their understanding of the past, pupils are able to combine information from a variety of sources, for example in Y6 when studying aspects of the Second World War or when investigating the Chartist uprising in Newport or in Y5 when comparing schools today and during Victorian times.
- Pupils in Y4, through their study of Elizabeth 1 are able to show a good understanding of the value of evidence and of the importance of comparing and contrasting different views.

### **Shortcomings**

- Pupils in both key stages would benefit from further development in their ability to communicate their knowledge and understanding in a wider variety of ways, for example drama, role play and historical reconstruction.
- There is a need to develop a greater depth to many of the historical studies to sharpen pupils' analysis of past events and allow for a deeper understanding of the consequences of historical changes and ensure that the more able pupils are suitably challenged.

### **Geography**

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

### **Good features**

- In KS1, pupils can make and use maps and plans, follow directions and use secondary sources, for example photographs and aerial photographs to obtain information about places.
- Through their walk in the local area pupils in Y2 are able to ask and answer geographical questions and make observations, collect and record information in the field and use correct geographical terms to communicate their understanding.
- In their studies of a contrasting locality, Aricota in Peru, pupils in Y2 are able to contrast daily life and recognise similarities and differences between places. This understanding is further developed in Y4 when pupils, in their study of Chembakoli a village in India compare weather conditions, transportation, lifestyles and education.
- In Y3 pupils, through their studies in Kenya, show a good understanding of the reasons for and the impact of tourism on various aspects of Kenyan life.
- Pupils in Y4, through their investigations in the local area, identify ways in which people affect the environment and have a good understanding that people have different views about changes made to the environment.
- In their discussions on environmental issues affecting Newport, and in their studies of rainforest environments pupils in Y6 show a good ability to formulate ideas and opinions about geographical issues, for example sustainable development.

### **Shortcomings**

- Pupils would benefit from a greater depth to their geographical studies to ensure a greater emphasis on the development of analytical skills when interpreting processes and explaining patterns observed.
- Pupils throughout the school have an insufficient knowledge and understanding of the geography of Wales, of the issues that predominate and the changes that are taking place in the physical and, human environment.

### **Art**

Standards achieved in art are good in KS1: in KS2 they are very good.

### **Good features**

- Pupils in KS1 and KS2 develop appropriate knowledge and understanding of the work of artists who work in a range of media and in a variety of styles.
- In Y1, pupils successfully investigate the style of techniques adopted by Lowry. Pupils in Y3 produce pictures of a starry night, which are of a very good quality, while those in Y4 use pastels to very good effect after studying the style of Henri Rousseau.
- Younger pupils in KS2 apply their colour mixing skills very well when creating fictional landscapes: they reflect purposefully on completed work and, through dialogue and written critiques, are able to consider improvements to their work.
- Use of line, tone and texture are developing well in pupils' observational drawings. For example, in Y2 pupils use pencil, charcoal and chalk to good effect to create light and dark tones when drawing historical artefacts. In Y3 pupils still life observational drawings are of a very good standard.
- Sketches and designs for enhancing the school environment demonstrate very good progression in pupils' drawing skills.
- Fabric art develops well across the key stages. Pupils experiment successfully with a variety of materials and textures when working with a tapestry weaver: they take pride in their completed tapestries and transfer skills successfully when contributing to the completion of a central tapestry, which reflects the view from the school.
- Y6 pupils use natural materials imaginatively to create different textures: work is of a very good standard.
- Collage work develops particularly well. Pupils use paper to good effect to illustrate stories and replicate the style of Suzanne Carpenter with whom they have worked. They consider options with care and apply techniques well: good and very good standards are achieved.
- Three-dimensional work includes the use of clay to model animals in Y1 and the moulding of pots in Y3 where pupils' finishing skills are well applied.
- Throughout the school, good use is made of art to support work across the curriculum: In Y3, pupils' cross-stitch designs of Roman soldiers are of a very good quality. In Y5 and Y6 pupils apply techniques confidently when creating pictures or portraits of characters from their current texts: some very good standards are achieved.

### **Shortcomings**

- There are no major shortcomings.

## **Music**

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

### **Good features**

- Activities in performing, composing and appraising are well integrated and pupils make good progress.
- Pupils in both key stages have a good repertoire of hymns, songs and rhymes including some in Welsh. They sing with clear diction and appropriate expression and give very good attention to phrasing and the creation of mood. Pupils sing well together with varying rhythm and pitch and there is evident enjoyment of singing in school assembly. Pupils achieve very good standards in singing
- Pupils in KS1 can identify and handle a wide range of instruments correctly. They play them with confidence and are able to maintain a steady beat.
- In response to interesting stimuli pupils improvise, compose and arrange music using a variety of sound sources, for example, instruments to illustrate a story.
- In KS2 pupils co-operate well to create compositions. They listen attentively to their own music and that of others and develop very good understanding of the musical elements involved; they can identify salient features.
- Pupils are able to identify and name a range of tuned and untuned instruments, and are able to recognise specific instruments and musical styles.
- Exchange of classes for music sessions makes maximum use of the expertise of staff, which has a positive effect on standards.
- Many pupils take advantage of the extra curricular clubs, for example the recorder club for Y3 and choir for Y5 and 6, and lessons from peripatetic music teachers.
- Pupils experience music from a wide range of cultures, including that of Wales.

### **Shortcomings**

- There are no significant shortcomings.

## **Physical education**

Standards of achievement in both key stages are very good.

### **Good features**

- Pupils develop very good spatial awareness and move with increasing confidence and safety in defined space, as they progress through the school. They make very good progress in their acquisition of skills
- In KS1, pupils show increasing confidence in the management of their bodies; they are able to demonstrate a variety of ways of travelling and balancing, taking weight on different parts of their bodies.
- Pupils sensibly and safely use apparatus and are able to follow diagrams to get out and put away equipment.
- In KS2, pupils are able to plan, perform, link and refine sequences on apparatus and floor, which demonstrate flow and continuity, resulting in increasingly sophisticated sequences.
- Pupils' games skills develop very well; they are able to cooperate well in small-sided games. Their sending, receiving and travelling skills are further developed through the use of games equipment.
- Dance is very well developed and is a significant feature of the curriculum. Pupils benefit greatly from the expertise of staff and visitors, resulting in very good standards. Pupils perform movements to a range of music, showing control and very good interpretation.
- Pupils in both key stages are able to evaluate their own performance and that of others, making appropriate observations and suggesting ways to progress.
- Outdoor and adventurous activities experiences provide Y6 pupils with opportunities to apply social and physical skills.
- Pupils have opportunities to take part in a wide range of extra-curricular physical activities, which further enhance the physical education curriculum. The school has considerable success in sporting and dance competitions.

### **Shortcomings**

- There are no major shortcomings.

## **Religious education**

Standards of achievement in both key stages are very good

### **Good features**

- Pupils in both key stages share their thoughts and feelings readily and understand the way others feel. They appreciate the importance of friendship and talk with assurance of the importance of being kind and helpful to others. Religious faith is used well to underpin the moral as well as spiritual development of pupils.
- Appropriate emphasis is placed on the study of Christianity, and pupils throughout the school develop a very good understanding of other faiths; their religious beliefs and customs.
- In KS1 pupils' knowledge and understanding of major Christian, Jewish and Islamic festivals shows very good progression and they discuss many important features knowledgeably.
- Pupils understand the significance of major religious festivals, for example Harvest and Sukkoth; they articulate their thoughts confidently.
- In KS2, pupils further develop their understanding of religious celebrations and beliefs. They begin to reflect on the significance of religion in people's lives and how it affects communities.
- Pupils think carefully about those who are less fortunate than themselves, and the need to give thanks for the privileged lives they have.
- At the end of KS2, pupils reflect on the similarities and differences between religious faiths and denominations. They realise the significance of a number of religious festivals.
- The purposeful use of a wide range of high quality resources makes a positive contribution to the development of very good standards.
- The very good links established with local churches, together with visits from religious representatives greatly enhances pupils' knowledge and understanding.

### **Shortcomings**

There are no major shortcomings.

## **8. SCHOOL IMPROVEMENT**

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

The last inspection report of April 1997 identified five key issues for action. These indicated that in order to enhance the quality of education provided and raise the educational standards attained there was a need to:

1. improve the standards of pupils' achievements in the non-core subjects in KS1, and in geography and religious education throughout the school;
2. improve the range and effectiveness of teaching methods in Y1 and Y3 in order to reduce the variability in the quality of teaching;
3. improve teachers' subject knowledge, especially in geography and religious education throughout the school;
4. allow pupils to exercise greater initiative in developing their own research and investigational work;
5. maintain the current high standards of care, and the good quality relationships between pupils and teachers, that are characteristics of the school's pleasant ethos and family atmosphere.

Through the implementation of an appropriate action plan there is clear evidence of improvement in all of the above issues:

- Standards of pupils' achievements have improved in the non-core subjects in KS1. Standards are now consistently good in all subjects and in Welsh as a second language and physical education they are very good. Standards in both key stages in religious education are very good and are good in geography.
- There has been an improvement in the quality of teaching since the last inspection from 89% satisfactory or better to 96% and from 45% good to 71% good, including 19% where the quality of teaching was very good. These figures indicate a general reduction in the variability of teaching and both Y1 and Y3 are part of this general rise in the quality of teaching. Where there is some satisfactory teaching this is not confined to any one year group.
- As a result of in-service training and the appointment of new teachers, teachers' subject knowledge in religious education and geography has been improved throughout the school and has impacted on the standards pupils are now achieving.

- While there is evidence of pupils exercising greater initiative in developing their own research and investigational work there is scope for further developments in this area to enable, in particular, more able pupils to explore work to a greater depth.
- The school has maintained the high standards of care, relationships and ethos that were such a strong feature of the school during the last inspection. Changes of staffing, including a recently appointed headteacher, have not adversely affected this significant element of the school which in many aspects has been strengthened.

## 8.2 Key Issues for Action

In order to maintain its effectiveness and build further upon its current success, the school needs to:

- formulate a whole school approach to the planning of key skills across the curriculum and to raise standards in the key skills of oracy and numeracy;
- improve the quality of self-evaluation and planning for improvement and continue to develop the role of the subject leader in the analysis of standards and quality of work.
- disseminate the existing good and very good practice to address those shortcomings identified in the quality of teaching.

*The inspection team would like to express their thanks to the governors, headteacher, staff, pupils and parents of Pentrepoeth Primary School for their courtesy, co-operation and assistance before and during the inspection.*

## APPENDIX

### A. Basic information about the school

Name of School	Pentrepoeth Primary
School type	Primary
Age -range of pupils	4 - 11
Address of school	Rhiwderin Heights, Bassaleg, NEWPORT

Post-Code	NP10 8JN
Telephone Number	01633 896101

Headteacher	Mr. Jeff Eynon
Date of appointment	September 2001
Chair of Governors/ Appropriate Authority	Councillor Peter McKim
Registered Inspector	Mr. Allan Fear
Dates of inspection	14-17 October 2002

## B. School data as indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	Na	53	60	60	61	65	66	65	430

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	2	17.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25 :1
Pupil : adult (fte) ratio in nursery classes	ana:1
Pupil : adult (fte) ratio in special classes	na :1
Average class size, excluding nursery and special classes	30.7
Teacher (fte) : class ratio	1.2 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	93	95	96	95
Summer 2002	93	93	96	94
Autumn 2001	95	95	96	95

Number of pupils excluded during 12 months prior to inspection.	0

## 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: 60							
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	2	2	43	53	0
		National	0	0	4	13	62	21	0

EN: Reading	Teacher Assessment	School	0	0	2	2	28	68	0
		National	0	0	4	13	54	29	0
	Task/Test	School	0	0	0	4	32	65	0
		National	1	0	3	13	53	30	0
EN: Writing	Teacher Assessment	School	0	0	3	5	67	25	0
		National	0	0	5	13	70	12	0
	Task/Test	School	0	0	3	5	77	15	0
		National	0	1	5	10	75	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	2	0	47	52	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	2	0	43	55	0
		National	0	0	2	9	60	29	0
	Task/Test	School	0	0	2	0	43	55	0
		National	0	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	0	2	0	43	55	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:	97	In Wales:	80
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- 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: 69				
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	3	4	39	54		
		National	0	0	1		0	1	6	19	48	25		
	Test/Task	School	0	1	0	1			0	4	35	58		
		National	0	1	0	0			4	14	47	31		
Mathematics	Teacher assessment	School	0	0	0		0	0	3	3	40	54		
		National	0	0	1		0	1	4	19	47	28		
	Test/Task	School	0	1	0	1			0	3	30	64		
		National	0	0	1	1			4	18	42	32		
Science	Teacher assessment	School	0	0	0		0	0	0	3	48	49		
		National	0	0	1		0	0	3	15	52	29		
	Test/Task	School	0	1	0	1			0	4	49	43		
		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:	93	In the school:	88
In Wales:	68	In Wales:	68

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

NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 1 : 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 60						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School			0	3	47	50	0
		National			4	13	63	20	0
EN: Reading	Teacher Assessment	School			0	3	43	53	0
		National			4	14	54	28	0
EN: Writing	Teacher Assessment	School			0	5	67	28	0
		National			5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School			0	2	45	53	0
		National			2	11	64	22	0
MATHEMATICS	Teacher Assessment	School			0	2	47	52	0
		National			2	9	61	26	0
SCIENCE	Teacher Assessment	School			0	0	45	55	0
		National			2	10	68	20	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:	97	In Wales:	80
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- 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 : 2002

National Curriculum Assessment KS 2 Results: 2002										Number of pupils in Y6: 67			
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	2	9	25	64	
		National	0	0	1		0	1	6	19	48	25	
	Test/Task	School	0	0	0	0			2	3	31	64	
		National	0	1	0	0			4	14	47	31	
Mathematics	Teacher assessment	School	0	0	0		0	0	0	10	37	52	
		National	0	0	1		0	1	4	19	47	28	
	Test/Task	School	0	0	0	0			0	10	39	51	
		National	0	0	1	1			4	18	42	32	
Science	Teacher assessment	School	0	0	0		0	0	0	5	54	42	
		National	0	0	1		0	0	3	15	52	29	
	Test/Task	School	0	0	0	0			0	5	55	40	
		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:	87	In the school:	88
In Wales:	68	In Wales:	68

- 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
- N Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1
- NB Using 2001 comparative all Wales data, 2002 data not yet available

## **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. Twenty eight parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 85 questionnaires returned by parents were analysed. A team of six gave 19 inspector days to the inspection, in the course of which 78 formal observations were made of lessons or part lessons. In addition, 56 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

## E. Composition and responsibilities of the inspection team

<b>NAME</b>	<b>ASPECTS</b>	<b>SUBJECTS</b>
Mr. A.D.Fear	1.0 The School and its Priorities; 2.0 Main Findings; 3.1 Standards achieved in the subjects and Areas of Learning; 5.1 Teaching; 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 History Geography
Mrs. P.Williams	3.2 Standards achieved in the Key Skills across the Curriculum; 4.1 Pupils' Spiritual, Moral, Social and Cultural Development;	Early Years English Art
Ms S.Peters	5.4 Support, Guidance and Pupils' Welfare; 5.5 Provision for Pupils with Special Educational Needs.	Welsh second language Music Physical education Religious education
Mr. D.Howells	5.2 Assessment, Recording and Reporting; 5.3 Curriculum;	Mathematics Information technology Design & Technology
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.	

