

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

A Report on the Quality of Education in

**Risca Primary School
Danygraig Road
Risca
NP11 6DB**

School Number: 6762105

Date of Inspection: 12th – 15th March 2007

by

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78706**

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

The inspection of Risca Primary School took place between 12/03/07 and 15/03/07. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Risca Primary School caters for pupils aged 3-11 in fourteen mixed ability classes. The school is situated in the Ebbw valley, about five miles north of Newport. There are currently 357 pupils on roll, including 24 part-time children in the nursery. Most pupils come from the immediate vicinity of the school; an area which is described as being neither prosperous nor economically disadvantaged.
2. Around 17 per cent of the pupils are identified as requiring support for special educational needs (SEN), and this is below the national average. Seven of these pupils have a statement of SEN. None of the pupils is a natural Welsh speaker, and there are no pupils for whom English is an additional language. Currently, 14 per cent of the pupils are entitled to free school meals, a figure which is below the national average.
3. The school has been awarded the Investor in People award on four occasions and the Basic Skills Quality Mark on three occasions.
4. The school was last inspected in March 2001.

The school's priorities and targets

5. The school's current major priorities are:
 - to raise standards across the curriculum;
 - to further improve the provision for pupils with special educational needs;
 - to further develop the provision for key skills;
 - to further improve assessment procedures;
 - to develop work on sustainable development and global citizenship;
 - to prepare for the foundation phase; and
 - to improve external and playground facilities.

Summary

6. Risca Primary is a good school that has the potential to improve on the significant progress it has made in recent years. There are outstanding features particularly in the care and support for pupils and in self-evaluation and planning for improvement.

Table of grades awarded:

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

7. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29.3%	51.2%	19.5%	0%	0%

8. These figures compare well with the Welsh Assembly Government (WAG) 2007 targets for Wales which are that 98 per cent of standards of achievement should be at least Grade Three and 65 per cent should be Grade Two or better.

Subjects and/or areas of learning for under-fives:

Area of Learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 1	Grade 1

9. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

10. Baseline assessment indicates that children enter the school with attainment and skills that are about average. However, children under five make good progress in line with their age and ability.

Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
Welsh second Language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Information Technology	Grade 1	Grade 1
Design Technology	Grade 2	Grade 2
History	Grade 2	Grade 2

11. All pupils in school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well.
12. Children under five and pupils in key stage 1 make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, in bilingual competence, mathematical, problem-solving and creative skills. They make outstanding progress in information technology and in personal and social education skills.
13. In key stage 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English. Their progress in speaking, listening, reading and writing through the medium of Welsh and in overall bilingual competence has good features which outweigh shortcomings. Pupils make good progress with no important shortcomings in mathematical, problem-solving and creative skills. They make outstanding progress in information technology and in personal and social education skills.
14. In key stage 1 in 2006, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well above local and national averages. When the 2006 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English, mathematics and science were well above average. These results represent an improving trend in key stage 1. There were no significant gender differences.
15. In key stage 2 in 2006, results in English were just below the national average while those in mathematics and science were slightly above. Results in the three core subjects were above the local averages. When the 2006 key stage 2 results are compared with similar schools, using the free school meals indicator, results in English and science were below average while those in mathematics were slightly above. There has been an improving trend over the

last few years in key stage 2, but the 2006 results were adversely affected by the higher than average number of pupils with SEN in the year 6 groups. Girls outperformed the boys in the three core subjects in 2006 and the gender difference was particularly marked in English where girls' results were over 20 percentage points higher than the boys'.

16. Pupils' personal, social and learning skills are good overall. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The progress that learners make in their personal, spiritual, moral, social and wider development is an outstanding feature of the school. Excellent relationships are another outstanding feature, enabling pupils to express and explore their views openly.
17. Pupils are extremely well behaved throughout the school day. They are invariably helpful, courteous and polite to each other and to adults.
18. Pupils' awareness of equal opportunity issues is good with no important shortcomings. Learners prepare well for participation in the workplace and the community.
19. Attendance and punctuality are good. Whole-school attendance averages 95 per cent and exceeds the average for primary schools in Wales.

The quality of education and training:

20. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29.3%	58.6%	12.1%	0%	0%

21. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).
22. Some outstanding features were observed in teaching, with many lessons being judged good with no important shortcomings.
23. The outstanding features are:
 - exemplary relationships between members of staff and pupils, and very clear expectations of behaviour; and
 - teachers ensuring that all pupils, particularly those with SEN, are treated equally and fully involved in the lesson activities.
24. Where teaching was judged to be good with no important shortcomings, the good features include:
 - well planned, organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their skills and understanding in small, manageable steps;
 - purposeful use of various teaching strategies and techniques; and

- confident and original use of the interactive whiteboard to improve the quality of introductions and to enthuse pupils.
25. In the lessons where teaching was judged to have shortcomings, these include:
- teachers not planning well enough to promote pupils' use of incidental Welsh and not meeting the language needs of pupils well enough; and
 - a lack of challenge in the tasks provided to extend more able pupils.
26. The school meets statutory requirements for assessing, recording and reporting pupils' progress. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects of English, mathematics and science. The assessment of pupils' progress in the foundation subjects is less rigorous. Portfolios have been assembled for some subjects and these contain collections of pupils' work. However, the vast majority are not consistently levelled and annotated and most are at a developmental stage.
27. The school meets statutory requirements for reporting to parents. The reports provide useful information to parents about their children's personal development and about what they have studied. However, they do not give sufficient information on what children know, understand and can do and there is no clear indication of how parents can help their children or of the next stages of learning. Parents do not have opportunities to provide written comments on their children's reports, but they are given opportunities to discuss their children's reports with members of staff.
28. The school effectively provides pupils with equal access to a broad, balanced and relevant curriculum. It is carefully planned, building on existing skills, knowledge and understanding. The curriculum is very inclusive and the school makes outstanding provision for tackling social disadvantage and stereotyping and for ensuring equality of access.
29. The promotion of pupils' spiritual, moral, social and cultural development is extremely good. The provision for personal and social education is a well established part of the curriculum. There are good efforts to ensure that pupils develop an appreciation of Welsh culture and heritage through the *Cwricwlwm Cymreig*. However, the promotion of pupils' bilingual skills has good features which outweigh shortcomings.
30. The quality of care, support and guidance for all pupils is consistently good with outstanding features: pastoral care is a major strength of the school. Pupils are cared for, guided and supported extremely well in a school which has a very close family atmosphere. The head teacher, deputy head and all members of staff make outstanding contributions to this aspect of the school's work.
31. The school has an exceptionally comprehensive and very effective child protection policy, which ensures that 'looked after' and other vulnerable pupils are very closely monitored to ensure they are safe, secure and happy in school.

32. The provision for learners with additional learning needs is very good and an outstanding feature. A number of pupils attend the school who have complex, and often serious, health and learning needs. These pupils are very well cared for and very well integrated into the life and work of the school. Members of staff are very positive and entirely committed to fully meeting their needs. A real strength of the provision is the well-targeted and very effective support that class assistants give to pupils with learning needs.
33. The school is outstandingly successful in fulfilling its aim to give every pupil an equal opportunity to succeed. The inclusion of all pupils is at the very heart of the school's philosophy and is regarded as an essential aspect of its work.

Leadership and management

34. The head teacher provides strong, sensitive, purposeful and dedicated leadership and management. He is very committed to the school and strives for pupils to achieve their best. He ensures an outstanding sense of direction for the life and work of the school and very successfully promotes shared values and norms about learning, behaviour and relationships that sustain the achievement of good standards.
35. The head teacher is ably supported by the deputy, who, as well as co-ordinating assessment and other areas, is also fully involved in classroom teaching. The head and deputy complement each other well and act as good role models for other members of staff.
36. The senior management team and members of staff work well together and provide a common sense of purpose for improvement. Subject leaders manage their responsibilities well and work closely with colleagues on a formal and informal basis to ensure continuous improvement.
37. The governing body is supportive and pro-active. It meets regularly and fulfils all legal requirements. The head teacher keeps the governing body well informed about the life and work of the school. The governing body is included in every important decision with regard to the school's strategic direction. Many governors are very experienced and all are ambitious for the school and proud to be associated with it.
38. The school displays a positive and self-critical culture where the head teacher, governors and members of staff work tirelessly to improve the quality of education and standards of achievement. Self-evaluation and planning for improvement are very well embedded in all aspects of the school's work. The school's self-evaluation arrangements are of outstanding quality.
39. The self-evaluation report produced by the school prior to the inspection is good with outstanding features. It identifies clearly the school's strengths, but also robustly highlights areas for development.

40. The inspection team matched the findings of the school's self-evaluation report for five of the key questions; the inspection team awarded a higher grade for key questions four and six.
41. The school has responded well to the key issues identified in the previous inspection report and made good progress since the last inspection. Because of rigorous and extremely good self-evaluation procedures, standards in information technology, which were judged to be unsatisfactory in the previous inspection, are now outstanding in both key stages; standards in Welsh second language, design and technology and writing have also improved markedly.
42. Members of staff are very well qualified, experienced and very effectively deployed. Support staff provide sensitive support in classes. They play an important role in planning and make an invaluable contribution to the school community.
43. The school administrative staff, caretaker, cleaners and mid-day supervisors are all valued members of staff and make a very positive contribution to the school community.
44. The school has a good range of learning resources to meet the needs of the curriculum. The school building is modern, welcoming, secure and very well organised. The size of the building is adequate for the number of pupils on roll and provides a very pleasant and stimulating location for teaching and learning. Provision for disabled pupils, staff and visitors is an outstanding feature.
45. The school makes efficient, effective and economic use of its resources. Resources are well matched to the priorities identified in the school development plan and the school keeps spending priorities under regular review. The head teacher and governing body systematically review priorities for the budget and retain a modest contingency fund. The school provides good value for money.

Recommendations

In order to build on the considerable improvements made since the last inspection, the school needs to:

- R1 further improve provision and raise standards of achievement in Welsh second language and in Welsh communication skills in key stage 2;
- R2 ensure that the quality of all teaching matches that of the best practice;* and
- R3 continue to develop procedures and systems for assessment, recording and reporting *.

* Aspects of these are already being addressed by the school.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

46. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
47. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29.3%	51.2%	19.5%	0%	0%

48. These figures compare well with the Welsh Assembly Government (WAG) 2007 targets for Wales which are that 98 per cent of standards of achievement should be at least Grade Three and 65 per cent should be Grade Two or better.

Areas of Learning for the Under-Fives:

Area of Learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 1	Grade 1

49. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
50. Baseline assessment indicates that children enter the school with attainment and skills that are about average. However, children under five make good progress in line with their age and ability.

Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
Welsh 2 nd Language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Information Technology	Grade 1	Grade 1
Design Technology	Grade 2	Grade 2
History	Grade 2	Grade 2

51. All pupils in school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well.
52. Children under five and pupils in key stage 1 make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, in bilingual competence, mathematical, problem-solving and creative skills. They make outstanding progress in information technology and in personal and social education skills.
53. In key stage 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English. Their progress in speaking, listening, reading and writing through the medium of Welsh and in overall bilingual competence has good features which outweigh shortcomings. Pupils make good progress with no important shortcomings in mathematical, problem-solving and creative skills. They make outstanding progress in information technology and in personal and social education skills.
54. In key stage 1 in 2006, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well above local and national averages. When the 2006 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English, mathematics and science were well above average. The results represent an improving trend in key stage 1. There were no significant gender differences.
55. In key stage 2 in 2006, results in English were just below the national average while those in mathematics and science were slightly above. Results in the three core subjects were above the local averages. When the 2006 key stage 2 results are compared with similar schools, using the free school meals' indicator, results in English and science were below average while those in mathematics were slightly above. There has been an improving trend over the last few years in key stage 2, but the 2006 results were adversely affected by the higher than average number of pupils with SEN in the year 6 groups. Girls outperformed the boys in the three core subjects in 2006 and the gender difference was particularly marked in English where girls' results were over 20 percentage points higher than the boys'.
56. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The vast majority work diligently in lessons, they are keen to join in the activities prepared for them and are enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve is also good with no important shortcomings.

57. The progress that learners make in their personal, spiritual, moral, social and wider development is an outstanding feature of the school. Excellent relationships are an outstanding feature, enabling pupils to express and explore their views openly. Pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are very enthusiastic to broaden and develop their own understanding of moral and social issues and they demonstrate tolerance, honesty and respect in their lessons and at breaktimes.
58. Pupils are extremely well behaved throughout the school day. They are invariably helpful, courteous and polite to each other and to adults. Older pupils, in particular, display qualities of mature citizenship within the school community and reflect pride in their personal successes and those of the school in general. They respond very positively to the efforts of staff to raise their self-image through positive praise, and their very responsible attitudes have a beneficial effect on the progress they make.
59. Pupils' awareness of equal opportunity issues is good with no important shortcomings. They take an active part in the life and work of the school through the School Council, activities in lessons and involvement in extra-curricular activities. They show a good level of respect for diversity within society.
60. Learners prepare well for participation in the workplace and the community. They raise funds for local and national causes and they visit many different places, such as the library, the local church and local shops and businesses; this enhances their understanding of community-related and global issues.
61. Attendance and punctuality are good. Whole-school attendance averages 95 per cent and exceeds the average for primary schools in Wales. Unauthorised absence is less than one per cent. With few exceptions, pupils arrive on time and the names of latecomers are carefully recorded. Registration is completed promptly at the beginning of the morning and afternoon sessions. The school takes good account of the Welsh Assembly Government's guidance on attendance.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

63. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29.3%	58.6%	12.1%	0%	0%

64. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).

65. Some outstanding features were observed in teaching, with many lessons being judged good with no important shortcomings.

66. The outstanding features are:

- exemplary relationships between members of staff and pupils, and very clear expectations of behaviour; and
- teachers ensuring that all pupils, particularly those with SEN, are treated equally and fully involved in the lesson activities.

67. Where teaching was judged to be good with no important shortcomings, the good features include:

- well planned, organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their skills and understanding in small, manageable steps;
- a good pace of teaching, which stimulates pupils' learning well;
- good subject knowledge with a clear understanding of the most appropriate ways of presenting subject content;
- purposeful use of various teaching strategies and techniques; and
- confident and original use of the interactive whiteboard to improve the quality of introductions and to enthuse pupils.

68. In the lessons where teaching was judged to have shortcomings, these include:

- teachers not planning well enough to promote pupils' use of incidental Welsh and not meeting the language needs of pupils well enough; and
- a lack of challenge in the tasks provided to extend more able pupils.

69. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment, recording and reporting

for children in the nursery and reception classes is accurate, thorough and comprehensive. This is helping teachers to plan meaningful and relevant experiences for their children, and also to identify and cater for those who have SEN.

70. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects of English, mathematics and science. An appropriate tracking system has been established in the school and this is having an impact on standards of achievement.
71. The assessment of pupils' progress in the foundation subjects is less rigorous. Portfolios have been assembled for some subjects and these contain collections of pupils' work. However, the vast majority are not consistently levelled and annotated and most are at a developmental stage. There are no portfolios in at least two subjects.
72. Teachers mark work accurately and they set learning targets which are often displayed in the classrooms. Adults ensure that pupils are involved in the process of target setting and they are beginning to assess their own progress and improvement.
73. The school meets statutory requirements for reporting to parents. The reports provide useful information to parents about their children's personal development and about what they have studied. However, they do not provide sufficient information on what children know, understand and can do. The reports provide targets that will help children to improve the quality of their work, but there is no clear indication of how parents can help their children or of the next stages of learning. Parents do not have opportunities to provide written comments on their children's reports, but they do have opportunities to discuss their children's reports with members of staff.

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

Grade 2: Good features and no important shortcomings

74. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
75. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
76. The school effectively provides pupils with equal access to a broad, balanced and relevant curriculum. It is carefully planned, building on existing skills, knowledge and understanding with a good balance between topic work and separate subject teaching. Detailed schemes of work and their implementation are kept under regular review through the school's self-evaluation cycle.

77. Pupils enjoy a diversity of experiences, matched appropriately to their stage of development and particular needs. The curriculum is very inclusive and the school makes outstanding provision for tackling social disadvantage and stereotyping and for ensuring equality of access.
78. There is effective planning for the development of key skills throughout the school and this is implemented appropriately through teachers' plans. Pupils' information technology and communication skills are very effectively promoted in all areas across the curriculum. This is a strength of the school.
79. The school offers good opportunities for out-of-school learning that enrich the curriculum well. Pupils benefit from a good range of extra-curricular clubs and activities which make a positive contribution to pupils' knowledge and understanding and to their personal and social development. Lunchtime and after-school clubs such as the French, puzzles, school newspaper, country dance, Bible, football and school choir are of good quality and well attended
80. Educational visits are planned to extend the curriculum, for example, Year 1 pupils visit the Toy Museum at Pontypool as part of their 'old and new' topic and Year 4 pupils visit Tredegar House as part of their study of the Victorians. The school also receives a number of visitors who enhance pupils' knowledge and develop their understanding of the local community. Visitors such as the police, fire service and road safety organisations provide pupils with first-hand experiences. The 'lollipop man' is a popular visitor and helps to reinforce road safety messages. There are close links with the parish church and other places of worship and children visit the church for services and to learn about church architecture and artefacts. Local clergy visit the school, talk to children and assist with assemblies.
81. The promotion of pupils' spiritual, moral, social and cultural development is extremely good. The curriculum very effectively contributes to pupils' understanding of self-esteem and to the strong sense of community that is very well developed in the school. Whole-school acts of collective worship are reverent occasions which are very effective in promoting pupils' spiritual development. Pupils are given well planned opportunities to reflect on themes in assemblies and there is a strong sense of pride in belonging to the school community.
82. Pupils' moral development is very well developed. Staff provide good role models for pupils and ensure that pupils have a very clear sense of right and wrong. There is also very good provision for pupils' social development. Pupils relate to each other and to their teachers well and the quality of relationships within the school is exceptionally good. The school provides many opportunities for pupils to take responsibility and to work together co-operatively, for example, the buddy system and the school council encourage pupils to take personal responsibility seriously and to take an active role in the school community.
83. The school actively promotes pupils' cultural development and their understanding and respect for other faiths and cultural traditions. The Eco

committee supports a school in Nepal and a variety of traditions from China, such as the Chinese New Year and various dances, are enthusiastically celebrated. Pupils are actively encouraged to take part in fund-raising activities and to talk to visitors about their knowledge of other cultures. Pupils' awareness of diversity within society is positively promoted through collective worship, the Personal and Social Education programme, and in subjects such as geography, art and religious education

84. The provision for Personal and Social Education is a well established part of the curriculum. The school follows national guidelines well; it successfully promotes healthy lifestyles and gives good attention to sex and relationships education, substance misuse and personal safety.
85. Effective links are promoted with parents, who are very supportive of the school's work. A home-school agreement is in place and parents are encouraged to take part in school activities. The school benefits from an active Parent-Teacher Association (PTA) which raises significant sums of money for additional facilities and resources. The breakfast club provides a range of purposeful activities before school starts, and this is appreciated by children and working parents.
86. The school has established successful partnerships with various interested parties. There are good links with initial teacher training colleges and other training establishments; student teachers and students on various placements are welcomed to the school for practical experience and training. The arrangements for transferring Year 6 pupils to the two local comprehensive schools are good.
87. The school has made positive efforts to broaden pupils' experience of work-related education through a number of effective initiatives, for example, recent visits have been made to a local supermarket and water treatment works. Visits to a mining museum have also underlined the necessity for safety in the work place. Visitors to school contribute to pupils' understanding of the wider world of work, for example, a potter and silk printer have demonstrated their skills and provided pupils with hands-on experiences. However, opportunities provided by organisations such as Career Wales to support staff training and development through secondments with outside organisations have not of late been fully exploited.
88. There are good efforts to ensure that pupils develop an appreciation of Welsh culture and heritage through the *Cwricwlwm Cymreig*. Experiences in subjects such as art, music, geography and, in particular, history ensure that pupils develop a good awareness of Wales in current times and in the past. However, the promotion of pupils' bilingual skills has good features which outweigh shortcomings.
89. The promotion of pupils' awareness and understanding of sustainable development and global citizenship is effective. Pupils are actively encouraged to become involved in recycling, conservation and waste reduction schemes. An Eco committee seeks ways of further developing

aspects of sustainable development. In addition, the school recently received a special award for collecting telephone directories for recycling and the Eco schools bronze award; an action plan is now being developed to achieve the silver award.

90. The development of pupils' entrepreneurial skills is promoted well through various practical and curricular activities. From the early years onwards, children are encouraged to participate in role-play, 'buy and sell' activities in the classroom shop and to understand coinage and the concept of value. Older children are given opportunities to make and sell items at the school fayre, while Year 6 pupils assist in the running of the 'healthy eating' tuck-shop.
91. The school is effective in laying the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic to the needs of others. Pupils' personal qualities, such as kindness, truthfulness and forgiveness, are well developed through circle time, assemblies and structured pupil discussions.

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

Grade 1: Good with outstanding features

92. The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report. The inspection team judged that there were many outstanding features in this key question.
93. The quality of care, support and guidance for all pupils is consistently good with outstanding features: pastoral care is a major strength of the school. Pupils are cared for, guided and supported extremely well in a school which has a very close family atmosphere. The head teacher, deputy head and all members of staff make outstanding contributions to this aspect of the school's work. There is a very warm and caring ethos in which members of staff speak respectfully to each other and to pupils. Members of staff create a very welcoming atmosphere, which clearly values the contributions of pupils and visitors.
94. All adults in the school know the children and their families very well and the resulting, secure and purposeful relationships underpin the school's strong values. Pupils say that teachers are friendly and approachable and they are confident that they can approach any member of staff for help if they need it. Older pupils say that they feel safe and happy in school, and parents support this view. Parents unanimously feel that the school provides very well for their children.
95. The school enjoys a positive partnership with parents and carers. Parents are kept well informed of school events through several channels, including newsletters, reports and the school's own web-site. Formal parent/teacher consultations occur each term and at other times by arrangement. Parents

and carers feel valued and they are confident that their views are carefully considered.

96. The school works very closely with the education welfare officer (EWO) to monitor attendance and punctuality and any unexplained absences are quickly pursued. The school regularly reminds parents of the need for punctual attendance.
97. Induction arrangements for the under-fives are very carefully planned and help children settle well into school life. Home visits by members of staff and visits to school by parents and their children, before they enter the nursery, are used very well to alert staff to any concerns that might impact on children's learning. Parents are given very good information to help them understand the curriculum for the under-fives and daily routines in the under-fives unit.
98. Pupils moving from one class to another visit their new teachers to get to know them better. The induction arrangements for a large number of children who join the school in Year 3 are equally good and these pupils are supported very well to help them understand the values and routines of the school. Transition arrangements for pupils moving to Year 7 in the neighbouring secondary schools are very effective and include a number of very successful transfer visits.
99. The provision for personal guidance and support is outstanding and a real strength of the school. It is very well planned to ensure that very good attention is given to issues such as substance misuse, sex education and relationships and personal safety. Education for the development of healthy lifestyles is very effective, including for the youngest children. Outside agencies and professionals, such as Kerb craft, members of the police service and the school nurse make regular contributions to this aspect of pupils' learning and visits to centres such as "Crucial Crew" help reinforce the need for pupils to take responsibility for their own safety.
100. Members of staff create a range of opportunities to communicate with pupils about issues that may concern them; staff are very well trained to ensure that they can offer appropriate support in these circumstances.
101. The school's provision for ensuring the healthy development, safety and well-being of all pupils is good. Health and safety issues are properly addressed with fire, electrical and other equipment regularly checked. There are good systems in place to support any pupils who have an accident or who feel unwell during the day.
102. The school has an exceptionally comprehensive and very effective child protection policy, which ensures that 'looked after' and other vulnerable pupils are very closely monitored to ensure they are safe, secure and happy in school. Regular audits, conducted by the head teacher, who is the designated officer for child protection, are used to check that staff training is regularly updated. The ethos of the school is one in which children and young people are valued, respected, listened to and taken seriously.

103. The provision for learners with additional learning needs is very good and an outstanding feature. A number of pupils attend the school who have complex, and often serious, health and learning needs. These pupils are very well cared for and very well integrated into the life and work of the school. Members of staff are very positive and entirely committed to fully meeting their needs. At the parents' meeting one parent specifically thanked the school for making her son's disability 'less of a disability'.
104. The special needs co-ordinator and assistant co-ordinator work very closely with the head teacher to manage the provision very effectively. The school is quick to seek and use help from outside agencies and other professionals and many good examples of collaborative, supportive work are evident.
105. A real strength of the provision is the well-targeted and very effective support that class assistants give to pupils with learning needs. This support is organised in a variety of ways and includes small-group teaching, support in class and withdrawal in small groups. It is very successful because the teaching assistants are very well trained and work in very close partnership with teachers. Most pupils with learning needs achieve well because they are so closely monitored and supported.
106. Of particular note is the support currently provided for some pupils in Year 3. Assessment information shows that a large number of pupils in this year group had behavioural and learning difficulties when they entered the school. The school responded sensitively and swiftly by providing an additional trained assistant who gives these children more intensive support each morning: this is already having a positive impact on their learning.
107. Regular and purposeful assessment is another strong feature of this aspect of the provision. Pupils' individual education plans are working documents that are regularly updated with new assessment information and observational evidence. Individual targets are reviewed regularly and shared with pupils and parents.
108. The school is outstandingly successful in fulfilling its aim to give every pupil an equal opportunity to succeed. The school's policy for equal opportunities is implemented very effectively and the priority given to the inclusion of all pupils is exemplary.
109. The inclusion of all pupils is at the very heart of the school's philosophy and is regarded as an essential aspect of its work. All members of staff strive to ensure that all pupils, whatever their background, ability, need or ethnicity, have equal access to the wide range of activities that the school provides. The school actively seeks to ensure that there is gender equality and that all forms of stereotyping are eliminated.
110. The school has a comprehensive and very well implemented policy for promoting race relations; procedures to ensure that all pupils are free from all forms of harassment and discrimination are outstanding. Different cultures and religious festivals are recognised and celebrated very well, ensuring that

pupils understand and respect the differences, opinions and contributions of others.

111. There are very effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. There is a very effective anti-bullying policy, which is understood and respected by all. Pupils are swift to point out that children are friendly and kind to each other. Designated members of staff with specific responsibilities and the active involvement of the School Council all contribute very effectively to the arrangements to eliminate oppressive behaviour.
112. The school council is well established and extremely effective. Pupil councillors are proactive and enthusiastically encouraged to communicate their ideas and findings to the school community.
113. Very effective disability access plans and facilities ensure that disabled learners are not disadvantaged in any way. There is a small number of physically disabled pupils in school who are fully integrated and benefit greatly from the warm, caring ethos of the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
115. The head teacher provides strong, sensitive, purposeful and dedicated leadership and management. He is very committed to the school and strives for pupils to achieve their best. He ensures an outstanding sense of direction for the life and work of the school and very successfully promotes shared values and norms about learning, behaviour and relationships that sustain the achievement of good standards. Under his leadership, an environment based on trust and the active promotion of self-respect and self-esteem is effectively developed. He is respected by members of staff and pupils alike.
116. The head teacher is ably supported by the deputy, who, as well as co-ordinating assessment and other areas, is also fully involved in classroom teaching. The head and deputy complement each other well and act as good role models for other members of staff.
117. The senior management team and other members of staff work well to ensure a common sense of purpose for improvement. Members of the senior management team meet regularly to set and maintain a strategic lead in school development. Targets and goals are usually met and they have a significant impact on school improvement.
118. Subject leaders manage their responsibilities well and work closely with colleagues on a formal and informal basis to ensure continuous improvement. The school's policies and practice ensure equality of opportunity and all members of staff are familiar with procedures. They are fully involved in reviewing provision and understand the role they have to play in the school's development.
119. The school displays an effective commitment to developing the expertise of both teaching and support staff. Performance management procedures are well established and successfully promote teachers' continuous professional development. The school's leaders maintain a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.
120. The school responds effectively to national priorities and initiatives. It has concentrated very well on developing Information Technology (IT) since the last inspection and it focuses well on issues such as the introduction of the new Foundation Phase.

121. The governing body is supportive and pro-active. It meets regularly and fulfils all legal requirements. The head teacher keeps the governing body well informed about the life and work of the school. It is included in every important decision with regard to the school's strategic direction.
122. The governing body's sub-committee system is effective. Individual members have appropriate responsibilities for different aspects and subjects and they perform their responsibilities effectively. Many governors are very experienced and all are ambitious for the school and proud to be associated with it.

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

Grade 1: Good with outstanding features

123. The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report. This is because the inspection team judged that there are outstanding features in the way that leaders and managers evaluate and improve the quality of provision and standards.
124. The school displays a positive and self-critical culture where the head teacher, governors and members of staff work tirelessly to improve the quality of education and standards of achievement. Self-evaluation and planning for improvement are very well embedded in all aspects of the school's work. The school's self-evaluation arrangements are of outstanding quality: there are robust procedures in place to gather information from a wide range of first-hand evidence.
125. Most subject leaders are well informed about standards in their areas of responsibility. They monitor teaching and learning, planning and pupils' work regularly and systematically. They have a good understanding of strengths and areas for development in their subjects. Subject leaders regularly attend governing body meetings to talk about their roles and to share their findings with governors.
126. The views of pupils, parents, members of staff, governors and other interested parties are regularly and actively sought and they are fully taken into account in school planning. Pupils confirm that their views are listened to very carefully and that there have been significant improvements as a result. Link governors visit the school regularly and make invaluable contributions to the self-evaluation process.
127. The school assesses and shares its strengths and areas for development through a well-focused and purposeful school development plan. It is a comprehensive and detailed, working document which focuses clearly on school improvement. It is firmly based on the school's rigorous self-evaluation process. At the heart of development planning is the sharp focus on

improving standards and the consistent emphasis on ensuring equality of access and the full inclusion of all members of the school community.

128. The self-evaluation report produced by the school prior to the inspection is good with outstanding features. It is a comprehensive document and the result of an extensive self-evaluation process. It identifies clearly the school's strengths, but also robustly highlights areas for development.
129. The inspection team matched the findings of the school's self-evaluation report for five of the key questions; the inspection team awarded a higher grade for key questions four and six.
130. The school has responded well to the key issues identified in the previous inspection report and made good progress since the last inspection. Because of rigorous and extremely good self-evaluation procedures, standards in information technology, which were judged to be unsatisfactory in the previous inspection, are now outstanding in both key stages; standards in Welsh second language, design and technology and writing have also improved markedly; and pupils' cultural awareness has been raised significantly.
131. The school can quite clearly show that the actions it has taken since the time of the previous inspection have brought about very many measurable improvements: this is an outstanding feature of the self-evaluation provision.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. Members of staff are very well qualified, experienced and very effectively deployed. All members of staff have a very clear understanding of their roles and responsibilities and they are fully involved in whole-school approaches to planning, implementation and monitoring provision. Support staff provide sensitive support in classes and make an invaluable contribution to the school community. There are very effective arrangements in place to provide all members of staff with the required preparation, planning and assessment time and very good use is made of this.
134. Staff development is well organised, focused and evaluated. There is good commitment and enthusiasm from members of staff to undertake continuing professional development.
135. The school administrative staff, caretaker, cleaners and mid-day supervisors are all valued members of staff and make a very positive contribution to the school community.

136. The school has a good range of learning resources to meet the needs of the curriculum. The head teacher and governing body monitor the school budget carefully to ensure that sufficient resources are available to meet the needs of all pupils across the subjects. The school has modern computer suites, there are interactive whiteboards in classrooms and additional computers are located in corridors. Books are usually located either in classrooms or in outside corridors. Although generally good use is made of the available resources some areas, such as Welsh, are in need of further improvement.
137. The school building is modern, welcoming, secure and very well organised. The size of the building is adequate for the number of pupils on roll and provides a very pleasant and stimulating location for teaching and learning. Classrooms are arranged on two levels: they provide a bright, attractive learning environment for pupils and members of staff. There are colourful and purposeful displays in all classrooms. The foyer is a welcoming area, with floral displays, school trophies, photographs and a colourful and intricate mosaic made by past pupils. The central hall provides adequate accommodation for whole-school collective worship, physical education lessons and serves as the school dining area. A central courtyard, with a fountain and other interesting features, provides an ideal setting for quiet reflection and outdoor lessons. Provision for disabled pupils, staff and visitors is an outstanding feature allowing access to all areas of the school and with a purpose-built toilet and changing facilities.
138. The school has spacious play areas with good hard and soft surfaces. The under-fives are provided with a fenced play and activity area. Playgrounds are marked for games and sports and well equipped with seating and tables. The school lacks a playing field on site but, in collaboration with the neighbouring rugby club, it has use of their facilities. Pupils have no access to the fenced car parking area.
139. The school makes efficient, effective and economic use of its resources. The school ensures fair competition in its tendering and consistently applies the principles of 'best value'. Resources are well matched to the priorities identified in the school development plan and the school keeps spending priorities under regular review. Priority spending on information technology hardware and software and on the provision of interactive whiteboards has had a marked effect on standards in this subject area. The head teacher and governing body systematically review priorities for the budget and retain a modest contingency fund. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

140. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Subjects and/or areas of learning for under-fives:

Area of Learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 1	Grade 1

Language, literacy and communication

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

141. Children in the nursery and reception classes make good progress and, by the end of the reception class, standards of achievement are good.
142. Nursery children listen attentively and speak clearly and confidently. They enjoy listening to stories and they accompany familiar ones with simple actions and sounds. They initiate a conversation with visitors and their comments are thoughtful and sensible. They understand that print carries meaning as they independently make line and swirling marks to represent the sounds in their stories. They recreate these marks when working independently at the writing table.
143. Reception children are articulate. They listen intently and they speak clearly and fluently when talking to adults about what they are doing. When they sort Noah's Ark animals in the sand tray and act out the story they show that their communication skills develop well.
144. Reception children understand books and stories well and enjoy talking about the characters and main events. They describe in detail the role of the author and illustrator. They have a good recall of text in familiar stories and read along with the teacher. Many children have a small bank of familiar words and

sounds that they are proud to read to a visitor. More able children communicate short and meaningful phrases and sentences in their writing, with good control over letter formation and orientation. With few exceptions, most of the children write simple words independently.

Shortcomings

145. There are no important shortcomings.

Personal and social development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

146. Children in both the nursery and reception classes make very good progress so that by the end of reception standards are very high.

147. Nursery children are enthusiastic, alert and very confident learners. Their behaviour and concern for others are excellent features.

148. Reception children develop very strong and supportive relationships with each other and adults.

Good features

149. Nursery children listen to instructions intently and carry them out very effectively. They participate in activities with eagerness and enjoyment and they wait patiently for a turn. They are caring of each other and show real concern when another child is hurt. They use moments of silence very well to reflect on the shapes they wish to demonstrate in the hall.

150. Reception children show confidence and independence when choosing their activities. They show care for their classroom and resources and they tidy up quickly and very effectively. They develop very good independent hygiene skills when they wash hands after going to the toilet and when they dress and undress for physical education. They show perseverance with bridge building as they think of new ways to overcome problems. They work closely with an adult to investigate and discuss how to build a shelter for Noah's Ark, and they implement their ideas successfully. Children undertake role-play and drama spontaneously and happily, because they are confident speakers and performers. They have a very good knowledge of their own and other cultures. They are very eager to demonstrate their cooking skills and they dress up appropriately in the classroom 'Chinese takeaway'.

Shortcomings

151. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

152. In both the nursery and reception classes, children make good progress in their learning and standards are good. They sing a range of number rhymes and songs enthusiastically.
153. Nursery children understand the concept and use of money when they count out five coins easily in Welsh and English and they take them to buy cakes from the teacher. They match each coin with a cake, using language effectively, such as 'more than', 'less than', and 'left over'. They name regular shapes and colours well and match objects to their number.
154. Children in the reception class use interactive white board games well to identify digits up to 20. They confirm these numbers by checking their accuracy with number fans. They build on knowledge already known when they identify and describe the flat shapes of faces on, for example, cuboids and pyramids. They sort and count accurately by size, length, height and number and know that 'two makes a pair' and 'two pairs make four'. They use appropriate mathematical vocabulary to describe animals by size and then order them successfully. Their knowledge of position is secure.

Shortcomings

155. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

156. Children in both the nursery and reception classes make good progress in acquiring knowledge and understanding of the world around them.
157. In the nursery children come to appreciate seasonal differences when they sort clothes for warm and cold days. After a visit by the road-crossing attendant, they further develop their sense of road safety successfully when they role-play outside the classroom. They investigate the world around them when they experiment effectively with different light sources.
158. In the reception class children are equally curious and inquisitive. They are constantly asking questions and seeking to find out for themselves. Their information technology skills develop well when they use a mouse independently to move items around the computer screen or when they change size and colour on the interactive white board. When they work outside to discuss and build a roof on the Ark to keep the animals warm and

dry, they investigate shelter-building activities sensibly and choose their resources thoughtfully.

159. Children in the reception class develop good geographical skills when they become weather persons, identifying countries on a British map, deciding prevailing weather conditions and moving weather symbols on the map to support their conclusions. They work effectively with 'People Who Help Us', such as the school nurse, a fire fighter, the road-crossing attendant and a policeman. They develop good scientific skills when they investigate ice-melting, sort objects into metal and wood and when studying mini-beasts.

Shortcomings

160. There are no important shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

161. In both the nursery and reception classes, children make good progress in their learning and standards are good.
162. Nursery children enthusiastically sing a wide range of rhymes and songs in both Welsh and English. They experiment successfully with noises and sounds, using a variety of instruments, and create a sound picture to accompany their story. They know their instruments well and demonstrate appropriately the sounds they make, describing them as a bang, a tap and a shake. They make marks on paper to identify slow and fast music. They create effective self-portraits in a variety of media including paint, pen and crayon, and they create interesting patterns when they print with familiar objects and when they splash print.
163. When reception children draw patterns on socks from direct observation they use a well-developed vocabulary to describe them as stripes, spotty, flowery and plain. They successfully develop their creative skills when they create a rocking mother's day card in three dimensions. They describe in detail how and why they choose certain materials and patterns. They use their cutting skills to good effect as they cut and fold. They evaluate their work thoughtfully to try to find out why one rocks better than another and they make sensible adjustments where necessary. They work well together and choose media and colours effectively when creating a Chinese dragon collage. They sing enthusiastically with an accurate Welsh vocabulary.

Shortcomings

164. There are no important shortcomings.

Physical development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

165. Children make very good progress with their physical skills and standards of achievement are very high by the end of the reception class. This is an outstanding feature.
166. Children's fine motor skills develop outstandingly well in both classes and they show very good control when handling small tools, pencils and small equipment. Their cutting skills are very good.

Good features

167. In the nursery children enjoy experimenting with different ways of moving and they display a good degree of co-ordination and control. They participate eagerly in vigorous outdoor play, running, tumbling and rolling confidently. They negotiate a given pathway when running, jumping and walking. With support, they balance successfully across a range of large and small balancing equipment, frames and blocks.
168. Nursery children respond very well to the tambourine as they move quietly around the hall, listening attentively to the story. They jump over 'puddles' using their feet very well. They jump on and off mats landing very sensibly and adjusting their speed appropriately to avoid obstacles. They sit up, stand up and travel around and over the mats with a very good degree of co-ordination. They manage body movements well as they move on tiptoe, slither, bend and stretch to walk over the 'bridge'.
169. In the reception class children's skills develop very well because their knowledge is already secure. They move well within a given space and they take turns patiently to climb, balance and slide; the vast majority stopping quickly. They jump off objects and land sensibly. They hold a given pathway with wheeled toys and turn and go backwards easily. They throw and catch beanbags with considerable accuracy.
170. Reception children understand the need for warm up and cool down and the effect that exercise has on the body. In the hall they show highly developed skills as they stretch high, curl low and shake different body parts in sequence. They confidently create wide and narrow shapes. They respond to music with enjoyment, move spontaneously within a given space, demonstrating very good spatial awareness, and make sensible choices of shape. They combine and repeat movements well and hold a shape enthusiastically and accurately.

Shortcomings

171. There are no important shortcomings.

Welsh second language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

172. In key stage 1, pupils respond effectively when given opportunities to use the language. They build well on what they have learned in the Early Years, particularly with regard to the sounds of the language and the grasp of basic vocabulary.
173. Pupils in key stage 1 make good progress in speaking and listening. They respond well to instructions and ask and answer questions effectively. They develop a good range of simple sentence patterns and vocabulary relating to colours, personal information and likes and dislikes.
174. They make good progress in reading in relation to their age and abilities. They read captions and class storybooks accurately, with good levels of understanding and good expression.
175. Pupils in key stage 1 write simple phrases and sentences based on acquired vocabulary in relation to such topics as food and clothing.
176. Pupils in key stage 2 listen appropriately to all forms of spoken Welsh and respond to simple instructions and greetings.
177. In key stage 2, the majority of pupils count and know some of the colours in Welsh and they apply these appropriately when playing games.
178. More able pupils in Years 5 and 6 are able to translate simple texts and sentences and they read appropriately from the interactive whiteboard or the computer screen, with a fair measure of understanding.
179. In key stage 2, many pupils write simple phrases and sentences and complete various worksheets appropriately.

Shortcomings

180. Pupils in key stage 2 make insufficient use of incidental Welsh in their daily routines.
181. The independent reading and writing skills of the majority of pupils in key stage 2 are limited.

Mathematics

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

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

Good features

182. In key stage 1 pupils have a good understanding of addition and subtraction and use effective methods of adding three numbers within 20. More able pupils add money values, such as 70 pence + 90 pence, and correctly calculate change from £2. Many pupils have a good understanding of numbers up to 100. They count forwards and backwards to 50 in twos and 10s confidently and more able pupils count to 50 in fives. Many pupils double and halve numbers well, recognise odd and even numbers and accurately carry out investigations to find out which numbers they can halve with no remainder.
183. Pupils in key stage 1 estimate length in metres with increasing skill. They confidently record estimates and measurements on a chart and most are able to state accurately which are their closest estimates. Pupils use appropriate mathematical language to describe measurement, including standard and non-standard measures.
184. In key stage 1 pupils make good progress in their recognition and understanding of two - and three-dimensional shapes. They describe their properties confidently and begin to classify shapes according to mathematical criteria. Pupils learn to tell the time on the hour and half hour and some are confident to a quarter of an hour. Throughout the key stage, pupils' understanding and use of mathematical language in this context is developing well.
185. Pupils in lower key stage 2 have a good understanding of place value, including hundreds, tens and units; while more able pupils have a firm understanding of thousands. They use their developing knowledge of multiplication tables to solve problems involving multiplication and division by 2, 3, 4, 5 and 10, and they apply their recall of number bonds well to solve addition and subtraction problems within 100.
186. In lower key stage 2, pupils work well on practical activities involving weight. They know that 1000 grams make 1 kilogram and, using scales, they make up bags of fruit and vegetables to a given weight accurately. Pupils in lower key stage 2 also use compass directions confidently to plot routes on a coordinate grid. They have a good understanding of angles and calculate the areas and perimeters of regular shapes accurately.
187. Pupils in upper key stage 2 have a firm understanding of the four rules of number and the relationship between them. They understand place value well and they have good recall of multiplication tables. Pupils' understanding of the equivalence of percentages, fractions and decimals is good. They also construct and interpret a range of graphs accurately.

188. In upper key stage 2 pupils develop their understanding of brackets in calculations involving the four operations. They make different combinations from four numbers by rearranging digits systematically. Their mental arithmetic skills develop very well and most have quick recall of number facts.
189. Pupils in upper key stage 2 have a good understanding of angles and successfully use a protractor to measure acute and obtuse angles to the nearest degree. They investigate the internal angles of regular and irregular shapes and systematically group shapes with common features according to a range of criteria. Pupils calculate area and volume using appropriate formulae and, in some instances, use spreadsheets accurately to assist them.
190. Throughout the key stage, pupils have effective mathematical, reasoning skills and competent mental arithmetic strategies.

Shortcomings

191. There are no important shortcomings.

Information technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

192. Pupils make very good progress in all aspects of the subject as they progress through the school. In both key stages, pupils exhibit high levels of skill and understanding in their work. They operate a range of programs very confidently and apply their knowledge very well in a variety of challenging situations.
193. They use information technology purposefully and enrich their learning in many curriculum areas. In both key stages, for example, pupils use the interactive whiteboard adeptly and with confidence.
194. Pupils in key stage 2 make significant contributions to the school's website. In year 6, for example, pupils act as editors and photographic editors, they word process interesting articles about the school and they insert appropriate photographs. Pupils also work on the school newspaper, competently selecting appropriate layouts, headlines, column widths and fonts.

Good features

195. In Year 1 pupils have a very good understanding of the keyboard, they log on confidently, select words from a wordbank, select and listen to text and manipulate the mouse skilfully. They click and drag pictures to match text, label pictures and type text very confidently.
196. In year 2, pupils find information using CD ROMs and the Internet. They show a very good level of understanding of the difference between book content pages and CD ROM menus. They accurately recognise the software buttons

that lead them to the information they need and search for information by selecting an appropriate menu. They search for information about an insect, add text accurately and print their work successfully.

197. In key stage 1, pupils use their information technology skills in a wide variety of applications. All pupils confidently use interactive white-boards for a range of purposes linked to many subject areas.
198. Pupils in year 3 confidently use simulations, such as science explorer. They access the program using their password, understand that simulations allow them to explore choices and competently navigate the program entering data and dragging pictures as required. They use features of a word-processing package very confidently, manipulate text in a variety of ways and change fonts effectively, saving their work to disk or file.
199. Year 4 pupils have a very good understanding of spreadsheets. They confidently enter data, estimate the number of columns and rows needed and know how to use the tool bar if they need to add more. They select the type of graph needed, add titles on axes and interrogate the information very well. Pupils also develop their word-processing skills very well and send and receive e-mails competently.
200. Pupils in year 5 use logo and roamers competently to draw regular shapes, they solve problems and compensate for any inaccuracy by confidently re-programming. Pupils work on databases very effectively, create records and checking information using search features well.
201. In year 6, pupils enter data very effectively into a spreadsheet and correctly insert and use a formula to calculate the area of rectangles. They calculate costs per square metre for a play area, use the *SUM* feature well and change the variables until they are within their given budget. Pupils also construct effective slide sequences to present their work

Shortcomings

202. There are no important shortcomings.

Design technology

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

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

Good features

203. In both key stages, pupils carefully plan the design of their models, explain and describe the making process well and evaluate the finished product effectively.
204. Pupils in key stage 1 make good progress in designing and making a range of products for different purposes. They develop their ideas effectively through discussion.

205. In Year 1, pupils design and make cars with fixed axles and wheels. Their skills develop well in relation to their age and abilities.
206. In Year 2, pupils design and make effective Ashanti disks with clear, good quality patterns.
207. In key stage 2, pupils build well on their knowledge and skills. They develop good understanding of health and safety issues; for example, they are well aware of the importance of personal hygiene when making foods.
208. Pupils in Year 3 design and make successful hand puppets. They evaluate the finished products well and they use these to produce a stimulating puppet show.
209. In Year 4, pupils design, make and test a land yacht that can be powered by wind. They use a number of skills, such as sawing, measuring and drilling, effectively in the process of producing these yachts
210. As part of their technology day, pupils in Year 5 use Light Emitting Diodes well and use a range of skills effectively as they construct good quality press torches. In addition, as part of their design brief, they make successful, souvenir bookmarks.
211. Older pupils in Year 6 produce good quality technical drawings, including a range of advanced techniques.

Shortcomings

212. There are no important shortcomings.

History

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

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

Good features

213. In both key stages pupils develop an effective historical vocabulary, which they use appropriately to describe historical events and to research relevant information.
214. Pupils in both key stages have a good recall of the periods they study and are keen to share their knowledge with others. They have a good understanding of what life was like in Wales in the past.
215. Pupils in year 1 develop a good chronological awareness and engage productively in a role-play situation with a visitor to find out how washing was done in bygone days. They accurately name the artefacts used and prepare sensible and pertinent questions to ask the visitor, such as 'how do you get the water into the bath?' and 'how do you iron without electricity?' They

compare and contrast historical and modern approaches to washing days and effectively engage in role-play as Victorian servants.

216. Pupils in year 2 develop their skills of enquiry well when they prepare interesting and relevant research questions with regard to the Gunpowder Plot. They carefully analyse a variety of sources from the period to build up a picture of what actually happened and they write interesting and informative accounts.
217. Pupils in year 3 continue to develop their historical enquiry skills well as they compare their activities to modern-day detectives. They use books, fact files and photographs well to research and build up a picture of what life was like for a Roman soldier in Britain. They recall their visit to a Roman museum successfully and use the information they have gathered to create stimulating diaries in the style of a Roman soldier.
218. Older pupils in key stage 2 work effectively to make detailed notes about life in a Victorian kitchen. After a visit to a local Victorian house, they investigate the different jobs that are found there, using a range of historical sources, including census data. They prepare and deliver interesting presentations to the class, empathising well with the role of servants in the period.
219. Pupils in year 5 use the Internet and other sources effectively to conduct detailed research work on religion, travel, houses and entertainment in Tudor times. They record and present their historical findings meticulously. In their written accounts of the period, they show a thorough understanding of why the Spanish Armada failed and of the reasons for the Henrician Reformation.
220. Pupils in year 6 consider historical events from different points of view. They investigate what life was like for evacuees in World War Two and display a good knowledge and understanding of the difficulties that these children experienced. Their writings display a mature sensitivity and empathy.

Shortcomings

221. There are no important shortcomings.

School's response to the inspection

Risca Primary School wishes to record its gratitude to Dr. Evans and the Inspection Team for the professional and courteous manner in which it conducted the inspection. The school is very pleased with the report. It is an accurate reflection of the school and clearly demonstrates the continuing progress achieved.

The recommendations indicate areas for further development and these will form an action plan which will be incorporated into the School Development Plan.

Appendix 1

Basic information about the school

Name of school	Risca Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Danygraig Road, Risca.
Postcode	NP11 6DB
Telephone number	01633 612429
Head teacher	Mr J. Rees
Date of appointment	April 1998
Chair of governors/ Appropriate authority	Ms Irene James, AM
Registered inspector	Dr David G Evans
Dates of inspection	12-15 th March, 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12	30	29	32	60	60	63	71	357

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	5	15.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.9:1
Pupil: adult (fte) ratio in nursery classes	12:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27.9
Teacher (fte): class ratio	1.16:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2006	85.3%	96.6%	95.0%
Summer 2006	85.5%	91.7%	92.4%
Spring 2006	87.4%	90.9%	91.6%

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	1 temporary

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:			24	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	92	8
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	4	71	25
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	0	8	88	4
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	0	92	8
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	0	0	89	11
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	0	77	23
		National	0	2	9	65	24

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

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6					59				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	3	0	0	0	0	2	17	51	26	
		National	0	0	0	1	0	4	16	48	30	
Welsh	Teacher assessment	School										
		National										
Mathematics	Teacher assessment	School	3	0	0	0	0	2	10	48	36	
		National	0	0	0	1	1	3	14	48	33	
Science	Teacher assessment	School	3	0	0	0	0	0	10	72	14	
		National	0	0	0	1	0	2	12	52	33	

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	78%	In the school	N/A
In Wales	74.2%	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of thirteen inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, and there was a peer assessor present for this inspection.

The inspection team visited:

- 58 lessons or part-lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 35 responses to the parents'/ carers' questionnaires; 90.64 per cent of these were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations Key Questions 1, 2 and 5 Welsh 2 nd Language and Design and Technology
Mrs Sue Parsons	Key Questions 3 and 7 Mathematics and Information Technology
Mrs Kay Andrews	Key Questions 4 and 6 Under Fives and History
Mr J Howells Peer Assessor	Contributions to all the Key Questions
Mr J Rees Nominee	Attending meetings and supplying information.

Contractor:

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Acknowledgement

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