

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

A Report on the Quality of Education in

**Roseheyworth Millennium Primary School
Roseheyworth Road
Abertillery
Blaenau
Gwent
NP13 1SR**

School Number: 6772308

Date of Inspection: 17th September 2007

by

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Date of Publication: 19th November 2007

Under Estyn contract number 1105907

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Roseheyworth Millennium 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 Roseheyworth Millennium Primary School took place between 17th and 19th September 2007. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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 **full** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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. Roseheyworth Primary School is situated near the town of Abertillery. The Unitary Authority (UA) is Blaenau Gwent. There are 160 pupils on roll, between the ages of three and eleven, including 8 full-time equivalent children who attend the nursery on a part time basis.
2. Most pupils come from the local area, which contains a high proportion of families who are unemployed. On entry, pupils have well below average literacy and social skills. Their skills in numeracy are poor.
3. The school reports that 35% of pupils are entitled to free school meals which is well above the UA average and all-Wales average for primary schools. About 32% of pupils have some degree of special educational needs (SEN). One pupil has a statement of SEN for moderate learning difficulties. No pupil has the National Curriculum (NC) disapplied. Five boys were excluded temporarily in the last school year.
4. English is the predominant language of all pupils. No pupil speaks Welsh as a first language. Some 96% of pupils are from Welsh backgrounds. A small proportion of pupils are from mixed race backgrounds.
5. The school was last inspected in the Autumn Term 2001 when the current headteacher was in post.
6. The school holds the Basic Skills Quality Mark for the third time and has Eco-school Green Flag status for the second time, the Healthy Schools Award for the sixth year and the Rural Wales Award

The School's Mission Statement

7. "We strive to encourage high expectations of pupils and staff alike and a friendly, ordered environment where children are given the opportunity to acquire independence and skills for life."

The School's Aims

8. The school aims to: -
 - ensure the acquisition of the basic skills of literacy and numeracy;
 - teach the skills of information and communication technology (ICT) necessary for the 21st Century;
 - develop thinking skills to enable children to become independent, motivated lifelong learners;
 - provide a challenging and stimulating environment to consolidate learning;
 - nurture mutual trust and respect for others through collaboration and team work;
 - foster self-esteem and self-confidence;

- ensure that all members of the school community have equal access to all aspects of school life;
- promote a positive approach to acceptable behaviour leading to self discipline;
- encourage a sense of community and national identity through pride in the past and hope for the future; and
- encourage governors and parents to be informed, active partners in the education of all children.

The school's priorities and targets

9. The School Improvement Plan (SIP) priorities are: -

- to plan for Curriculum 2008; and
- to introduce the Foundation Phase.

Summary

10. Roseheyworth Primary School is a good school that is well led. It has made good progress since its last inspection.
11. The inspection team agrees with all of the seven judgements made by the school about the standards pupils achieve and the other areas of its work.

Table of grades awarded

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

Standards

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

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	2%	92%	6%	0%	0%

13. Standards of achievement in lessons are good with no important shortcomings. They are above the Welsh Assembly Government (WAG) All-Wales target of 98% to be at least Grade 3 and 68% to be Grade 2 or better.

Subjects and areas of learning for under fives

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

14. The curriculum for children under five is appropriate to their needs and meets the Desirable Outcomes for Children's Learning.
15. Pupils with SEN achieve well and make good progress as the result of the very good provision made for them.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
	Grade	Grade
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	2
History	2	2
Geography	2	2
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

16. In the end of KS1 national assessments for seven year olds in 2006, starting from a below average base, the proportion of pupils achieving at least the expected level (Level 2) was below the national and local averages in English. The results were close to the national and local averages in mathematics and science. The combined results were just below the national and local averages. In these assessments, boys did not achieve as well as girls.
17. When compared with those schools in the local area with a broadly similar proportion of pupils entitled to free school meals, the school's results were below most of these similar schools in English and above in mathematics. When these results are combined, the results in 2006 were below most of these similar schools. However, since 2004, results in have improved year-on-year.
18. In the 2006 national assessments for eleven year olds, the proportions of pupils reaching or exceeding the expected level (Level 4) in English and science were above the national and local averages. In mathematics, results were below the national average but above the local average. The combined results were above both of these averages. When compared with schools in the UA with a similar proportion of pupils entitled to free school meals, results in English and mathematics were above most of these schools. In science, results were well above these similar schools. In these assessments, girls out performed boys. Since 2004, the trend of improvement in these assessments has been positive. In this period the targets agreed with the UA have been met or exceeded.
19. There is strong evidence to suggest that the unconfirmed results for 2007 national assessments for pupils in Y2 and Y6 have continued to improve and the targets set have been met.

20. Pupils' standards and progress in the key skills are Grade 2 (good features and no important shortcomings). In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking, listening reading and writing are Grade 2. Pupils speak well and listen carefully. Pupils' reading skills are well developed and are well used for a wide range of purposes. Pupils write neatly and at length in a variety of styles. In Welsh, bearing in mind pupils' starting point, they speak and listen well. They read and write in Welsh with confidence. Pupils' bilingual skills are also Grade 2.
21. In both KS1 and KS2, pupils' skills in applying their knowledge in mathematics are also Grade 2. They measure carefully when collecting data from investigations in science, geography and history or when making things in design technology. Pupils' skills in information and communication technology (ICT) are well developed. These skills are used widely across the curriculum, for example, to locate information, to illustrate, to compose and to present their work. Pupils use sensors well in science.
22. Pupils' understanding of the significant features of their Welsh heritage is Grade 2 as are their personal and social skills. Pupils think things out well for themselves. Their creative skills are also Grade 2 and they express themselves confidently and competently in art, music and dance.
23. A particular strength of the school is the outstanding way pupils work together and with adults. This key skill is Grade 1 (good with outstanding features). Pupils co-operate very effectively, sharing ideas and resources very maturely. They invariably treat each other with respect and consideration. They have very positive relationships with adults. Across the school pupils have a good idea of what they need to do to achieve more and to meet the high expectations teachers have for them.
24. Pupils have positive attitudes to learning. They show a good interest in their work. They are well motivated. Pupils are happy and participate willingly in their lessons. They are well behaved.
25. Pupils' spiritual, moral, social and cultural development is good with no important shortcomings.
26. Attendance at 91.3% is below the local and national averages for schools with a similar proportion of pupils entitled to free school meals. Pupils arrive at the school punctually.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	89%	8%	0%	0%

27. The quality of teaching is good with no important shortcomings. In the lessons seen, the percentage of Grade 1 and Grade 2 lessons is above the national

picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report (2005/06). Nationally the quality of teaching is at least good in 79% with 17% having outstanding features.

28. In the nursery and reception, teachers plan and organise well for their children to experience a wide range of appropriate and stimulating learning experiences.
29. Across the school in the best lessons, strong features include: -
 - careful planning so that pupils develop knowledge and understanding systematically and build steadily on what they already know and can do;
 - very positive working relationships between the teachers and their pupils;
 - a brisk and purposeful pace to lessons;
 - good questioning skills which encourage pupils to think things out for themselves;
 - high expectations of pupils;
 - teachers' good subject knowledge;
 - well thought out presentations involving interesting and relevant resources; and
 - effective explanations of the reasons why there are differences in the cultures and beliefs of different peoples.
30. In the small number of lessons where teaching had some shortcomings, these were: -
 - slow pace to learning;
 - lack of challenge for the more able; and
 - insufficient explanations of what pupils should aim to achieve in the time available.
31. There are regular and detailed arrangements to assess pupils and to monitor their progress. This information is used effectively to help teachers plan the next steps in pupils' learning. However, the collections of pupils' work in some subjects, which should indicate the standards pupils should achieve year on year, are incomplete. Pupils with SEN are assessed regularly and their needs are addressed very well. All statutory requirements for recording and reporting on progress are met. All pupils have a good understanding of how they can improve their work. Reports to parents meet statutory requirements but they are not easy for parents to understand.
32. The education provided by the school meets the needs of pupils well. The curriculum is broad and balanced and accessible to all pupils including those with SEN and disabilities. It meets the legal requirements of the NC and the locally agreed syllabus in religious education. There are many out-of-school activities including a variety of sports, which are well supported. The school places considerable emphasis on encouraging pupils to recognise the benefits of a healthy lifestyle. All this considerably enriches the curriculum and out-of-school activities are well supported by pupils. All pupils have equal access to what is taught.
33. Arrangements to promote pupils' spiritual, moral, social and cultural development are good. Spirituality is very well developed during assemblies and in English, art and music. Collective acts of worship meet legal requirements. The school provides

many good opportunities for pupils to learn to take on responsibilities and to make decisions.

34. Links with industry are well established. There are good opportunities for pupils to build up a good understanding of the world of work. The school very strongly promotes equal opportunities and positively discourages the stereotyping of peoples cultures. Pupils have a growing understanding of global citizenship. The provision of education for sustainable development has some outstanding features. Pupils are fully involved in promoting and following a healthy eating programme and a healthy living initiative.
35. The school makes a good contribution to pupils' well-being. The quality of care, guidance and support is good. The school provides a happy, safe, secure, welcoming and caring environment for pupils. There is a very positive and constructive ethos where pupils and adults work together very supportively. The school ensures that all pupils, including those with SEN are equally valued and included. The provision for those pupils with additional learning needs has some outstanding features. This is a major strength of the school. The requirements for the code of practice for SEN are met in full.
36. There are clear and well-documented arrangements which effectively contribute to pupils' well being. There are sound policies and arrangements to review pupils' attendance, punctuality, behaviour and performance. The provision for ensuring pupils' well-being, including child protection arrangements, are comprehensive. The school has well organised policies and procedures for dealing with race equality, disability, discrimination and equal opportunities. There is an accessibility plan in place based upon a survey of the site which allows for access for the physically disabled.

Leadership and management

37. The school is well led and managed. The headteacher provides a clear sense of direction and has successfully shaped a school where staff morale is high and all work together well as a supportive team. Across the school, all staff show a very strong determination to ensure that all pupils have equal access to what is taught.
38. There is a strong sense of teamwork amongst the teaching and non-teaching staff, who all share their expertise willingly. Subject co-ordinators provide purposeful leadership to their areas of responsibility. They carefully analyse the strengths and areas for development in their subjects. The senior management team and subject co-ordinators rigorously look, at first hand, at the impact of teaching and learning and use that information well to successfully raise standards further, for example, in English and in pupils' thinking processes.
39. The school takes careful account of national priorities and local initiatives. There are well-supported breakfast and holiday clubs. There are extensive and very effective links with the local community. The school council and eco-committee are both active. Preparation for the introduction of the Foundation Phase is well advanced. Arrangements to provide teachers with time during the

taught week to plan, prepare and assess are effective and are well managed. There are effective arrangements to promote pupils' bilingual skills. Pupils are made well aware of the importance of eating healthily and of taking exercise. Environmental and ecological issues are well covered. There are strong links with the local secondary school and with other schools and institutions in the area which are mutually beneficial.

40. Links with the governing body and the school have some good features, but also some shortcomings. The chair of governors provides a very experienced and well-informed lead. Some governors are closely involved in the life of the school. Financial management is secure and well adapted to the school's needs. Governors are well informed about the school's performance in the national assessments. However, governors as a whole are not sufficiently engaged in setting the longer-term strategic direction of the school. They do not hold the professional leadership of the school constructively to account. The governing body meets all of its statutory duties.
41. The process of self-evaluation is well established and is based around the careful analysis of a wide range of information. It includes the views of those involved in the life of the school. The self-evaluation report is closely linked to the SIP and to arrangements for the performance management of staff. It provides a succinct and accurate analysis of the school's strengths and weaknesses. It is an effective working tool for school improvement. Since the last inspection in November 2001, the school has made good progress. The key issues of that inspection have been thoroughly addressed.
42. There is a generous provision of well-qualified teaching and support staff to meet the needs of all pupils. There is an advantageous ratio of teachers to pupils. There is a good number of skilled, enthusiastic and well-trained support staff who are deployed very effectively.
43. Day-to-day administration is cheerful, efficient and effective. The school buildings and grounds are in a very good condition and are well used. The school is well maintained and is clean. It is attractively set out with a wide range of colourful displays and exhibits. It provides ample space and resources for the number of pupils on roll. Resources for teaching are of a good quality and are readily available.
44. Bearing in mind the overall quality of education provided and the progress of pupils often from below average starting points, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 take steps to help the governing body as a whole to be fully engaged in setting the longer term strategic direction of the school and in holding the professional leadership of the school constructively to account; *
- R2 raise levels of attendance so that they are at least in line with similar schools nationally and in line with the WAG expectations;
- R3 make the annual reports to parents easier for them to understand so that all parents are aware of their children's progress; and
- R4 complete the process of developing collections of pupils' work in all subjects to indicate the standards pupils should achieve year on year; in order to help raise standards further. *

*The school has identified this as a priority.

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.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

45. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
46. Pupils' standards of achievement in the lessons observed were as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	2%	92%	6%	0%	0%

47. Pupils' standards of achievement in lessons seen are above the WAG all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better.
48. Generally, children begin school in the nursery with below average basic skills.
49. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes of Children's Learning.

Subjects and areas of learning for under fives

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

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
	Grade	Grade
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	2
History	2	2
Geography	2	2
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

50. In the 2006 national assessments for seven-year-olds in English, mathematics and science, results were below the local and national averages in English and close to the national averages in mathematics and science. When these results are combined, the results for those achieving at least Level 2 are just above the local and national averages. In these assessments, boys achieved below the standards achieved by girls.
51. When compared with schools in the UA with a similar proportion of pupils entitled to free school meals, the results in 2006 were well below most of these similar schools in English and above in mathematics and science. When these results are combined, they were well below these of similar schools. Since 2004, overall results have remained well below most of these schools although they have improved year-on-year.
52. In the end of KS2 national assessments for eleven-year-olds in 2006, the proportion of pupils reaching or exceeding the expected level (Level 4) in English and science exceeded the national and local averages. In mathematics, results were below the national average but above the local average. When these results are combined, the school exceeds national and local averages.
53. When the results of eleven-year-olds are compared with schools in the UA with a similar proportion of pupils entitled to free school meals, results in English and mathematics were above most of these schools. In science, results were well above these similar schools. When these results are combined, they were above most of these similar schools. In these assessments girls continue to achieve better than boys. Since 2004, results in these subjects and in the combined scores have shown a steady improvement.
54. Taking into account children's skills and experiences when they start in the nursery and their performance when they were assessed at the age of seven years of age, many pupils achieve well and make better progress than it would be reasonable to expect of them by the age of eleven. Since 2004, the targets agreed with the UA have been met or exceeded.
55. There is strong evidence to suggest that the unconfirmed results in the 2007 national assessments at the end of KS1 and KS2 have continued to improve and have met or exceeded the targets set. Pupils with SEN achieved well.
56. Pupils' overall development of key skills is Grade 2 (good features and no important shortcomings).
57. In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking, listening, reading and writing are Grade 2. Pupils across the school speak confidently and clearly. They ask and answer questions enthusiastically and appropriately. They listen carefully to each other and to their teachers. In both KS1 and KS2, pupils read well for a range of reasons. Many are confident users of the Internet and use reference books to find out and to interpret information for themselves, for example in geography and in history. In a wide range of activities and in other subjects, pupils take a pride in presenting their work neatly when writing for a wide range of reasons and in different styles; for example when writing a brochure or a travellers' guide.

58. Pupils' achievements in communication in Welsh, bearing in mind their starting point are Grade 2. In KS1 and KS2, pupils speak and listen in Welsh well. They read and write in Welsh confidently. Pupils' bilingual skills are also Grade 2.
59. In both KS1 and KS2, pupils' mathematical skills in other subjects are Grade 2. Pupils use and apply their mathematical skills well, for example in science to measure and to express information they collect. They measure accurately in design technology. They interpret information they collect in a wide range of graphs.
60. Pupils' skills in ICT are Grade 2 and are well developed for their ages. Pupils use ICT well in other subjects, for example to research and to present their finished work in history. In KS1, pupils use simple programs for example to draw pictures. In KS2, they use ICT effectively to draft, edit and print their work. They produce illustrated documents of a high quality and use sensors well, for example in science.
61. Pupils' understanding of the richness of their Welsh culture is Grade 2. They are familiar with their local history and with the traditions and legends of Wales. They visit a wide range of places of interest both locally and further afield. They have a good knowledge of some Welsh artists, composers and musicians.
62. Pupils' personal skills are Grade 2. They behave sensibly and have positive attitudes. They accept responsibilities readily and discharge their duties maturely.
63. Pupils' problem solving skills are Grade 2. Pupils in KS1 and KS2 benefit considerably from the good opportunities provided to them to think things out for themselves. They respond well to the open-ended questions, which are given to them. They accept the challenges which are set for them, for example, in science and in geography, and strive hard to meet them.
64. Pupils' creative skills are Grade 2 in both key stages. Pupils express themselves well in art, music and dance. They illustrate their work well using a wide range of media and materials.
65. A particular strength of the school is the outstanding way pupils work very willingly together. They co-operate very effectively. They share their ideas and resources very sensibly. Pupils know what is expected of them and what they need to do to improve. They consistently treat each other with respect and consideration. They are very careful to ensure that they treat each other fairly.
66. Across the school, pupils have a good idea of what they need to do to achieve more in the shorter and longer term, and to meet the targets set for them.
67. Pupils have positive attitudes to learning, show a good interest in their work and nearly all pupils maintain concentration well in lessons. They are well motivated and show great enthusiasm for their schoolwork and related activities. This has a positive effect on the standards they achieve and the quality of life in school.

68. The behaviour of pupils is very good. Pupils move around school in an orderly and very courteous manner. They are respectful to their fellow pupils and adults, listening and responding appropriately to instructions and suggestions. Pupils' manners and attitudes at playtime and at lunchtime are very good.
69. Pupils are happy and participate with interest in lessons and activities. They are considerate of others and of school property, and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour.
70. Pupils clearly understand what standard of behaviour is expected of them and nearly always fulfil these expectations. The vast majority of parents correctly consider that the school achieves good standards of behaviour. There have been five fixed period exclusions during the last year.
71. The average level of attendance, with the exception of the last full term, has very gradually improved over recent years reaching 91.3%. This is lower than the national average for schools with similar free school meals entitlement but comparable with other primary schools within the UA. It is well below national averages for all schools. The average attendance during the last full term fell to just above 90% when an outbreak of chickenpox adversely impacted on attendance figures. There are no significant or unexplained variations in attendance levels across the school or throughout the year. The main cause of pupil absence is parents taking their children on holiday during term time, a practice not condoned by the school.
72. Punctuality is generally good at the start of, and throughout, the school day allowing sessions to start promptly without interruption. The school takes appropriate account of the requirements of WAG Circular 3/99 that sets out the requirements for recording absence.
73. Pupils take advantage of the many good opportunities to work individually, in pairs and to co-operate as part of a group. They increasingly develop their decision-making, problem-solving and team-working skills.
74. Pupils make very good progress in developing their personal and social skills and in their moral and wider development. Strong relationships between individual pupils and adults are evident throughout the school. These enable pupils to become secure and confident in their learning. Pupils develop a high degree of respect and sensitivity to the needs of others. They show a good appreciation of caring for those that are less fortunate than themselves, and are well aware of cultural and racial issues. Pupils are developing a very clear understanding of right and wrong. Acts of collective worship, which meet statutory requirements, and assemblies assist pupils to develop further their spirituality. Local, national and international charitable causes are very well supported.
75. Pupils have a strong understanding of equal opportunities, adopt mature attitudes and recognise the need to treat consistently every person fairly and without any form of discrimination. They have good moral values and show consideration, respect and fair play for others.

76. Pupils' knowledge and understanding of the workplace and the local community is commensurate with their age. In lessons, they discuss the different work people do and the ways in which people look after and care for their community. Pupils' involvement in numerous community activities is actively and enthusiastically encouraged. A few parents and members of the local community come into school regularly to help with school activities such as reading, gardening and sport.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

77. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.

78. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	89%	8%	0%	0%

79. The quality of teaching is good or better, that is Grade 1 or Grade 2 in 92% of lessons. This figure is above the national picture reported by HMCI in her Annual Report (2005/2006). The quality of teaching was outstanding, that is Grade 1, in 3% of lessons. Nationally, the quality of teaching in primary schools is at least Grade 2 in 79% of lessons, with 17% of lessons having outstanding features.
80. In the nursery and reception classes, teachers effectively plan and organise activities for children to take a full part in a wide range of learning experiences. Children settle into the nursery well and achieve success from generally below average starting points.
81. Across the school, teachers plan well so that their lessons build systematically on what pupils already know and can do. The objectives of the lessons are explained carefully and clearly so that all of the pupils are fully aware of what is expected of them in the time. Pupils begin their tasks confidently because they know that their teachers will value their efforts. In all classes, there are very positive working relationships between teachers and their pupils based around mutual respect for each other.
82. In the best lessons, the teaching is brisk and purposeful and a good pace is maintained throughout. This good pace is maintained throughout. Teachers' good use of questions very successfully encourages pupils to think things out for themselves. All pupils are praised and their efforts recognised very warmly. Teachers use a wide range of strategies to make their lessons come to life, for example, by acting out commands in a Welsh lesson and by utilising a wide range of source materials when explaining the impact of bombing on the major industrial centres of Wales during World War II.

83. Teachers show good subject knowledge and pass this on successfully to their pupils, for example, in a physical education lesson when demonstrating how to strike a ball accurately and with an appropriate amount of force.
84. Teachers have a good awareness of the diversity of cultures in the world, for example, when explaining to pupils about life in the rain forests of South America or the agricultural areas of Africa. They ensure that all pupils are treated equally and have the same opportunities to learn.
85. In the small number of lessons where teaching has some shortcomings, there is a slow pace to learning. Some more able pupils are not challenged sufficiently for the whole of the lesson and are not clear about what is expected of them. As a result, some pupils become restless.
86. In the best lessons, pupils are encouraged to think and speak clearly. They are given very good opportunities to review their own work and that of others constructively. Pupils are made very aware of what they need to do to improve.
87. Teachers continually assess pupils and monitor progress through a range of assessment tasks. They use this information effectively to inform the next stages of teaching and learning. In the best examples, teachers build assessment activities into lessons to check pupils' understanding of new or difficult concepts. This helps them to plan the next steps in pupils' learning.
88. Collections of pupils' work to indicate the standards pupils should achieve year-on-year in English, mathematics and science, help teachers to make accurate assessments of their pupils' standard in these subjects. However, in some other subjects these collections are incomplete.
89. The pupils with SEN are assessed regularly and their identified needs are outlined in detail within their individual education plans (IEPs). All information about pupil progress is shared with parents and pupils, and parents are contacted if any concerns arise regarding their child. Recording and reporting procedures meet statutory requirements.
90. Pupils have a good understanding of how they can improve their work because most teachers communicate this clearly to them. In English and mathematics, pupils have precise targets displayed in their books or on the wall.
91. Parents have regular opportunities to meet with teachers to discuss their children's achievements and progress, including a meeting following the distribution of end-of-year written report.
92. These reports are detailed, but they do not use appropriate language, and are difficult for some parents to understand.

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

93. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
94. The curriculum is broad, balanced and accessible to all pupils, including those with SEN and disabilities. It meets all the requirements of the NC and provides religious education in accordance with the locally agreed syllabus.
95. The school has sought to raise standards via a number of initiatives such as that for improving thinking skill strategies in mathematics. It works closely with other professionals to identify pupils with SEN and ensures all pupils are integrated irrespective of background or disability.
96. The overall quality of provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
97. In KS1 and KS2, the provision for pupils to develop the key skills of speaking, listening, reading, writing, numeracy and ICT across the curriculum are good. Provision for the development of bilingual skills is good.
98. A particularly effective element in the curriculum is the outstanding provision for out-of-school activities and the enrichment of the curriculum by a very good range of clubs, cultural and sporting activities. All pupils have access to a wide range of activities and the take-up is high. In addition, the school makes very effective provision for educational visits and trips, for example, to the Roman Museum at Caerleon, Techniquet and to places of worship of different faiths. A high proportion of pupils in Years 5 and 6 take part in residential visits to the Outdoor Education Centre at Gilwern and Gersyll yr Urdd Caerdydd.
99. The curriculum is further enhanced by music lessons for pupils provided by peripatetic teachers of strings, brass, percussion and guitar. Pupils also benefit from links with other primary schools for sporting fixtures and music activities.
100. The school promotes pupils' personal development including their spiritual, moral, social and cultural development well. Spirituality is developed very well during assemblies and in English, art and music lessons. The school provides pupils with a strong sense of right and wrong. Pupils are encouraged to behave as responsible members of their local community and of the wider world.
101. Collective worship takes place daily and meets legal requirements. A weekly celebration assembly marks pupils' achievements and raises their self-esteem.
102. The school actively promotes pupils' cultural development. Pupils study their own and other cultures in history, geography, art and music. The school has valuable links with pupils in developing countries including Lesotho, South America and India and is a Comenius project partnership school.

103. The school provides many good opportunities for pupils from Y2 to Y6 to take on responsibilities and make decisions when representing their peers on the School Council or when submitting ideas to it. Pupils in the reception class are introduced to the concept of evaluating their own work and this is continued effectively into KS1 and KS2.
104. The school is enriched by very effective partnerships with parents, other primary schools, the comprehensive school to which the majority of pupils transfer and the whole community. The school has strong links with two local churches and the clergy visit the school frequently.
105. Visiting speakers enrich all aspects of the curriculum. A termly newsletter is written for parents and this includes a section written by the pupils.
106. There is suitable emphasis on the teaching of Welsh culture and heritage. The school has strong links with its local community and this is recognised in many aspects of the curriculum. During the summer term the school took part in an 'Out of Africa Creative Project', which enabled them to work with an artist, a musician and a storyteller.
107. Pupils' bilingual skills in English and Welsh are suitably promoted through the use of frequent and regular use of incidental Welsh through the day and pupils respond appropriately to greetings and instructions.
108. There are good opportunities to broaden and enrich pupils' work related education. These are successfully developed through personal and social education, visits to local industry and visitors from those local industries.
109. Staff effectively encourage pupils to use Welsh in lessons and in collective worship. Activities and visits help to promote pupils' awareness of the richness of the culture in Wales.
110. The school has high expectations of its pupils and strongly promotes equality and tackles social disadvantage all it work. Any incident of stereotyping is appropriately challenged. Policies for promoting and practising equality of access, equal opportunity and racial equality are effectively and consistently implemented by all staff.
111. Overall, provision of education for sustainability has some outstanding features. The allotment is well established and the local woodlands are effectively used to enhance pupils learning in this area. Energy conservation, paper recycling and composting are well promoted by the school and practised by pupils and adults. In addition, sustainability is effectively promoted through the formal curriculum, notably in science and geography. The whole staff and local community demonstrate great commitment and involvement in projects such as 'Green Gym'.
112. Pupils are fully involved with the 'Healthy Schools' initiative and there is a well-established healthy eating programme. The eco-committee and school council are proactive and participated in a sponsored cycle ride or help to raise awareness of healthy options in travelling to school. The school's Junior Road Safety Officers have recently campaigned successfully for safer routes to school.

113. Global citizenship is positively promoted through the high profile given to international charities and also through geography. The formal links with schools in other countries is developing well. There are good opportunities for pupils to develop their entrepreneurial skills, such as buying, selling and marketing through fund raising activities for national charities. Pupils are actively involved in regeneration projects such as the Roseheyworth Community Woodland Project where they were involved in the planning and development process for which the school gained The Rural Wales Award.

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
115. Pupils are well cared for, guided and supported. Arrangements for pupil support are well planned and managed. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Parents consider pupils are happy in school. They are well satisfied with the help and guidance provided for their children.
116. Teachers identify and respond effectively to individual pupil's needs. The deployment of the available support staff is suitably organised to meet these needs and requirements. A wide range of external support services and agencies is used appropriately and very effectively.
117. Relationships between staff, parents, members of the local community and pupils are strong and constructive. The school welcomes parents at any time as well as at formal parents' meetings. Regular newsletters inform them about the dates for school events, pupils' achievements and the topics they are studying. The school has a good home/school agreement for its pupils which are well supported. Parents feel they are well informed about events in the school.
118. A small number of parents visit school on a regular basis to provide classroom assistance. The Friends' Association is supportive in raising valuable sums of money to support educational provision. The family atmosphere, positive ethos and the well-established and effective induction arrangements for pupils help them happily settle into school life and routines quickly.
119. The very good links with the secondary school and the well-developed transfer arrangements for pupils moving on from Y6 are very effective and include events which link the schools in all subjects.
120. The school makes good use of all available specialist services. Support staff work effectively to identify and react to the individual needs of pupils. Health education related topics are contained within the school's personal and social education (PSE) programme, which is based on the required guidelines.

121. Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The systems for monitoring attendance and punctuality are effective. Procedures for promptly following up lateness or unexplained absence are appropriately implemented. The educational welfare officer visits twice a term and visits families when the school has referred a concern.
122. The school expects good standards of behaviour and does not tolerate inappropriate behaviour. Staff consistently implement the behaviour and anti-bullying policies. Pupils understand and adhere to the rules they have helped develop. The schools' very effective systems for recognising and rewarding good standards of behaviour, attendance and achievement are understood and appreciated by pupils.
123. The school has clear and well-documented arrangements, which appropriately contribute to pupils' well being when in its care. Risk assessments are undertaken and appropriately documented.
124. There are adequate numbers of the school staff trained in first aid. The school's personal and social education programme contains appropriate 'health and safety' related topics and as a result pupils have an appropriate awareness of health and safety. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
125. Child protection arrangements follow recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.
126. The school ensures that all pupils, regardless of their social, linguistic or ethnic backgrounds, have the same rights and opportunities. Equality is often used as an assembly topic and is incorporated in the PSE programme. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The very wide range of activities available during and after school broadens the access for all pupils.
127. Pupils are treated as individuals and are frequently encouraged to consider every other person as equal regardless of race, religion, culture or nationality.
128. Measures to eliminate oppressive behaviour are very good. The school staff consistently implements its positive behaviour strategies and appropriately considers bullying and inappropriate behaviour very serious matters. Any reported instances of bullying, which are very rare, are comprehensively recorded and are dealt with promptly and effectively, using the range of sanctions available, as necessary and appropriate. Arrangements to eliminate racial discrimination, oppressive behaviour, bullying and harassment work

extremely well because all teachers consistently apply relevant policies and procedures and have very high expectations of their pupils in these areas.

129. The school provides a suitably wide range of activities and experiences, which enable pupils to develop a good understanding of diversity within today's society. The school frequently recognises and celebrates diversity, for example in its assemblies, religious services and visiting speakers and artists.
130. The accommodation allows access for wheelchairs to all parts of the school and there are designated toilets for disabled pupils and visitors. Pupils with disabilities who attend the school are integrated appropriately and effectively. There is good provision for ensuring the inclusive education of all pupils.
131. Teachers plan and prepare lessons to include appropriately differentiated work that meets the needs of all learners including those with SEN. Adapted activities and tasks ensure that the curriculum is accessible to pupils of lower ability whilst others provide sufficient challenge for more able pupils.
132. Pupils with SEN are very well supported. The special educational need co-ordinator (SENCo) and SEN governor have established a very good working relationship. Both understand the importance of their roles and receive regular training to keep up to date with current issues. The SENCo leads a very experienced team of highly qualified support staff that are extremely proactive in aiming to provide pupils with the best SEN support they can offer.
133. Pupils with SEN are diagnosed early using a range of tests and assessment data. Teaching and support staff work together as very effective, professional teams, skilfully using diagnostic tools that highlight not only pupils that may have SEN but also those pupils that are underachieving. They use this information very successfully to match pupils' needs to the most appropriate intervention programme or to carefully tailor individual programmes to suit more specific needs.
134. Pupils are efficiently and effectively supported either in class or withdrawn individually or in small groups. Intervention and support programmes may be introduced for speech and language difficulties, literacy, numeracy, social and emotional problems or for behavioural issues. A member of the support team has been trained in delivering occupational therapy to pupils and this is proving to be very successful in the treatment of dyspraxia and for other pupils where their physical development hinders progress.
135. The progress of pupils with SEN is very carefully tracked on a continuous basis and all teaching and support staff are closely involved in regularly analysing and discussing the data and the information it yields. Class teachers, support staff and the SENCO work as a team in agreeing targets for IEPs. All staff involved with a particular pupil use these IEPs and outcomes are recorded and retained to inform future planning.
136. The school caters very well for pupils with a disability including hearing and visually impaired pupils. Appropriate equipment is provided and the school has

very strong links with support services who provide valuable advice and guidance.

Leadership and management

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

Grade 2: Good features and no important shortcomings

137. The findings of the inspection team matched the judgements made by the school in its self-evaluation.
138. The headteacher provides a clear sense of direction to the work of the school and has achieved much through the pragmatic way teaching and non-teaching staff have been effectively deployed. Staff morale is high and all work together well as a supportive team. All share a strong sense of commitment to the school and have high expectations and aspirations for all of their pupils. There is a very positive ethos of mutual respect and a determination to ensure that all pupils have equal access to what is taught. This is as a direct result of the way in which the school is led and managed.
139. All professional staff work hard to give a positive lead to their subjects and to analyse what needs to be done to help raise standards further. The success of this is particularly noticeable in the way standards have improved and in the successful introduction of new initiatives to develop pupils' speaking, reading and thinking skills. There are detailed and effective arrangements in place to assess pupils' longer-term progress and to judge whether or not pupils are making the progress it would be reasonable to expect of them. A particular strength is the way in which support has been focused to give additional help to those pupils who need it. As a result, many pupils achieve well from lower than average starting points.
140. The school takes careful account of national priorities and local initiatives. There is a well-supported breakfast club. The school is actively promoting awareness of healthy lifestyles and healthy diets. There are strong links with the local community including a very successful local partnership to develop the Roseheyworth Community Woodland. This provides a rich learning resource and successfully promotes pupils' understanding of ecological issues and of the need to protect and to improve the environment.
141. The school council and eco- committees are both active and their members show well developed and mature awareness of the importance of their roles within the school. Pupils have a good understanding of their individual responsibilities as members of their school community. Preparation for the introduction of the foundation phase is well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effectively managed. There are also well-planned arrangements in place to develop pupils' bilingual skills. Ecological and environmental issues are well

covered. There are strong links with the secondary school and with other schools in the area, which include other providers of education and training.

142. There are effective arrangements in place which are regularly used for the senior management team and subject co-ordinators to look at first hand at teaching and learning and to link their findings to future training needs. Performance management procedures are well established and are carefully managed. Subject co-ordinators work constructively with other colleagues who share their expertise and ideas readily. There are appropriate arrangements to support newly qualified teachers and teachers who are new to the school.
143. How well governors meet their responsibilities has some good features but also some shortcomings. The chair of governors is very experienced and very well informed. She provides a strong lead to other governors. Some governors are regular visitors to the school and are knowledgeable about its work. The financial management of the school is well organised and is effective. The financial information which governors have is well used to plan ahead to ensure that the school's financial needs are met. Governors are well informed about the school's performance in the national assessments. However, the governing body as a whole lacks the background knowledge and experience to help to set the long-term strategic direction of the school. It does not sufficiently challenge and constructively hold the professional leadership of the school to account for the success of initiatives which have been agreed. The governing body meets all of its statutory duties.

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

Grade 2: Good features and no important shortcomings

144. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
145. The process of gathering information about the performance of the school is well established and based around the careful analysis of a wide range of data. The headteacher, senior management team and co-ordinators are well informed about the performance of the areas for which they are responsible. A particular strength is the way in which the professional staff carefully measure and monitor pupils' progress regularly and systematically. This information is carefully considered and acted upon effectively, for example, in raising standards in English. In the process of self-evaluation, the staff and those with significant links with the school have been consulted. Governors have been given appropriate opportunities to express their views of the school, and to discuss and assess the professional staff's judgements when the self-evaluation report was being drafted. The views of pupils have also been sought through the work of the school council.

146. The school's self-evaluation document is sufficiently detailed and succinct. It is carefully constructed. It clearly identifies where the school has strengths and areas for improvement. It provides an accurate evaluation of the school's work.
147. There are clear links between the school's self evaluation process and the SIP which clearly sets out priorities for improvement. These are described in detail, with rigorous arrangements in place to track the progress of initiatives and to judge their impact. All of these initiatives are carefully costed and those with responsibilities identified. The process of school improvement is closely linked to the school's performance management programme, which takes full account of national and local priorities. For example, appropriate arrangements have been made to provide sufficient time for teachers to plan, prepare and assess during the taught week.
148. The inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with the judgements made by the school in its self-evaluation in each of the seven key questions.
149. Since the last inspection in the autumn term 2001, the school has made good progress in addressing the key issues of that inspection. Standards in all subjects have improved significantly. The school has successfully put into practice a detailed plan for the teaching of key skills. Teachers now consistently and effectively plan in the short and medium term what they will teach. They also mark and assess pupils' work regularly and constructively. They make good use of the information they collect to raise standards further. The roles and influence of subject co-ordinators in monitoring teaching and learning in their subjects are well established. The subject co-ordinators have achieved considerable success in helping teachers to plan systematically in order to raise pupils' achievements.

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

Grade 2: Good features and no important shortcomings

150. The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
151. Teaching staff are well qualified, knowledgeable and experienced and are effectively deployed.
152. The number of qualified classroom support staff is good. These skilled, enthusiastic and well-trained staff work closely with teaching staff to plan and deliver NC objectives. They work with the occupational therapists to implement a specialist project to improve the co-ordination skills of pupils with difficulties.
153. Staff are appropriately developed through performance management and receive regular updates to their training. The sharing of staff knowledge and expertise is good. There are appropriate arrangements in place for teachers to plan, prepare and assess during the school week.

154. Appropriate administrative support is provided which ensures that the school runs effectively. All staff are valued members of the school team and each makes an important and valuable contribution to the ethos of the school. Job descriptions, available for each member of staff, are reviewed regularly.
155. Pupils have ready access to appropriate learning resources which meet the needs of the curriculum and all individuals well. The school library is stocked with carefully selected books, which cover an appropriate range of subjects and provide well for the needs of pupils. The books are in very good condition and are maintained in an organised manner.
156. Pupils benefit from the increased number of computers available to them. All classrooms have computers and there are two well-resourced computer suites. Interactive whiteboards are available in each key stage. These contribute greatly to improving the quality and the standards of teaching and learning.
157. Good use is made of many off-site facilities, for example, museums and places of scientific, historic or cultural interest, to support the curriculum and enhance pupils' learning experiences.
158. The school building is in very good condition. All classrooms provide a suitable setting for good teaching. The school is preparing for the introduction of the Foundation Phase and the Friends' Association are helping to fund some of the outdoor resources.
159. The interior of the building is cared for, very clean and well maintained. The many displays of pupils work around the school celebrate pupils' achievements and provide a colourful and stimulating learning environment.
160. A secure, covered fenced play area for the under-fives is well equipped and used. Pupils benefit from the extensive, secure grassed and hard surface playing areas. The school has identified the outdoor environment as an area for development. The well-established allotment and nearby community woodland significantly enhance the external learning resources available.
161. The school makes effective use of the available resources. Staff are deployed efficiently and full use is made of their areas of expertise and experience. Support staff are very well deployed in supporting teachers and pupils. They make a significant contribution to the quality of teaching and learning. Appraisal and performance management systems are effective in identifying and meeting the development needs of staff.
162. Effective systems are in place to ensure good value in the purchase and acquisition of relevant resources. The governors' finance committee monitors and analyses overall spending and effectiveness of expenditure against SIP priorities. It reports termly to the governing body.
163. Bearing in mind the standards and progress pupils make by the age of 11 and the quality of education provided, the school gives good value for money.

Standards achieved in subjects and areas of learning

Early Years

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

Language Literacy and communication skills

Nursery and Reception: Grade 2: Good features and no important shortcomings

Good features

165. Nursery and reception children understand that writing conveys meaning and some are enthusiastic emergent writers. In their role-play in the 'pizza parlour', for example, children write their own tickets and bills for customers.

166. Many reception children develop good pencil control and begin to write recognisable letters and words in response to stories or events. Some children write their own party invitations.

167. Nursery and reception children make good progress in learning to speak clearly and using appropriate language. Children quickly develop active listening skills and begin to listen attentively to stories. They also listen with increasing concentration and take turns when others are speaking.

168. Children soon learn to recognise their own names and place their own name cards on the registration wall. Nursery and reception children handle books confidently and develop very good attitudes to reading. They are keen storytellers and love to 'read' books to others, often with dramatic expression, giving their own explanations of the events.

169. When sharing a text with adults, reception children begin to predict what they think will happen next. Some reception children recognise many letter sounds and by the end of their time in the Early Years they also recognise a good number of words.

170. Most children in the nursery are very new to Welsh but they soon begin to gain confidence in using the language.

171. Children in both age groups quickly begin to repeat a number of Welsh songs and rhymes and follow instructions during hall playtime given in Welsh. Adults use incidental Welsh when supervising activities and read stories in Welsh and this helps children increase their understanding and use of the language.

Shortcomings

172. There are no important shortcomings.

Personal and Social Development

Nursery and Reception: Grade 2: Good features and no important shortcomings

Good features

173. Nursery and reception children's personal and social development is good. In a very short time, nursery children become confident when speaking to adults and sociable with other children. They quickly learn respect for the rights of others and how to share toys, equipment and their teachers' time.
174. Children in reception politely listen and take turns when others are speaking. They co-operate well when engaged in group activities and talk companionably together whilst working.
175. During discussion time and through the use of persona dolls, children of both age groups begin to develop respect for the rights of others.
176. Children in both nursery and reception make good progress in understanding health issues. They use the toilet independently and wash their hands afterwards.

Shortcomings

177. There are no important shortcomings.

Mathematical Development

Nursery and Reception: Grade 2: Good features and no important shortcomings

Good features

178. The mathematical development of children in both nursery and reception is good.
179. Nursery children make good progress in their mathematical development despite limited prior experience. They engage in a stimulating range of activities that help them to successfully match, sort, order and count. They sort food packaging by shape as part of their project on food.
180. Under the careful supervision of the Early Years team, children quickly learn to recognise and correctly name colours and two-dimensional shapes. With adult support many begin to count groups of objects accurately and match them to the correct number symbol.
181. Reception children learn to count patterns of dots up to 10 quickly and accurately, correctly ordering them on a number line when selected at random. They correctly identify and place any that are missing. They use positional

language such as 'between' accurately when describing where to place the numbers.

182. Children of all ages begin to understand that mathematics is part of everyday life because they engage in a variety of play activities that promote their understanding of capacity, weight, length, time and the use of money.
183. As a result of being provided with a carefully integrated curriculum, children of all ages naturally use mathematics in their project work. They correctly place eight legs on their magnetic spiders, and use mirrors to check that their ladybirds are symmetrical and have matching spots and legs at each side.

Shortcomings

184. There are no important shortcomings.

Knowledge and Understanding of the World

Nursery and Reception: Grade 2: Good features and no important shortcomings

Good features

185. Children develop a good knowledge and understanding of the world as a result of their freedom to explore. With adult encouragement, they use spontaneously occurring events such as a large rain puddle to increase their understanding of reflections, ripple effects, floating and sinking and balance.
186. Nursery and reception children use world maps to locate Africa when they make animal masks as part of a whole school project.
187. Children of both age groups know that food is required for growth. They have a very good awareness of the need for a healthy diet. They understand that some foods are more nutritious than others. Children begin to differentiate between fruit and vegetables and they know that these are important in order to maintain good health.

Shortcomings

188. There are no important shortcomings.

Physical development

Nursery and Reception: Grade 2: Good features and no important shortcomings

Good features

189. The physical development of children in both nursery and reception is good. Children develop increasing control over the tools and equipment they use

because they have free access to a wide range of small and large scale construction toys, puzzles and games both indoors and outside that help them develop their manipulative motor skills well.

190. Reception and nursery children use computers frequently to draw and to simulate real situations and, as a result, their mouse control is very good.
191. Children are confident when using the outdoor, wheeled toys and climbing equipment because of the continuous opportunities they are given to explore and the encouragement they receive from adults.
192. Children dress and undress for the outdoors with increasing skill and independence.

Shortcomings

193. There are no important shortcomings.

Creative development

Nursery and Reception: Grade 2: Good features and no important shortcomings

Good features

194. Children of both age groups explore sound creatively, making music using a variety of homemade, as well as percussion instruments, from around the world. They investigate how sound travels and make string telephones; they enjoy playing with these in their role-play in the longer term.
195. Children in both nursery and reception use role-play effectively to help them make sense of the world. They play imaginatively in the 'pizza parlour' using the knowledge they have gained from studying food. Children use their creative imagination well when using giant building materials to construct a castle in their outdoor play area.
196. Children enjoy painting and drawing, and express themselves creatively through a wide variety of art and craft materials. Children develop their understanding of working in three-dimensions when they make animal face masks as part of a whole school project on Africa.
197. Nursery children handle paintbrushes confidently. Boys as well as girls choose to paint and make good representations of their ideas.

Shortcomings

198. There are no important shortcomings.

English

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

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

Good features

199. Pupils in KS1, starting from a below average base, speak and listen well. They share their ideas confidently. They speak clearly and listen attentively when discussing amongst themselves and with adults.
200. In KS1 pupils make good progress in reading. They read at appropriate levels when reading together and as individuals. They are beginning to use reference books confidently. They know the names of the main parts of a book and are familiar with some authors and characters in the books they read. They enthusiastically discuss the stories they are reading.
201. Pupils in KS1 write well. In Y1, pupils are developing legible letter formation. They write short sentences organising their ideas in a logical order. In Y2, pupils write longer pieces for different purposes, for example when writing imaginatively about the 'fisherman's lunch'. They are beginning to use simple punctuation accurately.
202. Across KS2, pupils are articulate and speak appropriately in a range of settings and contexts. They speak fluently and have well-developed vocabularies. They discuss readily amongst themselves and with adults, for example, when composing a script from a play or when describing how characters are portrayed in the 'Paradise Garden'.
203. They listen well for increasingly long periods and maintain interest in what they hear from their teachers and from other adults.
204. Across KS2, many pupils read fluently. They read accurately using reference books and the Internet effectively to research. They give clear and sensible reasons for why they prefer some authors to others. They enjoy reading a wide range of different types of literature and recall longer narrative poems they themselves have read or have heard being read to them.
205. In KS2, pupils build successfully on the writing skills they have learned in KS1. Younger pupils in KS2 write confidently for a wide range of reasons and in different styles. For example, they write in 'roles' when composing a play, adding the stage directions and character sketches. They write expressively in their appreciations of Van Gogh's painting 'Starry Night'.
206. Older pupils in KS2 know and use more complex rules of punctuation. They write accurately in direct and indirect speech. They understand the use of imperatives when writing a recipe. Older pupils write, at some length, biographies of well know people. They write autobiographies as though they themselves were famous. They compose letters for different purposes, including complaints to the makers about the small size of Easter eggs.

Shortcomings

207. There are no important shortcomings.

Welsh second language

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

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

Good features

208. Pupils demonstrate positive attitudes to learning Welsh. When teachers speak Welsh they provide good role models of the language. Pupils listen well, both to their teachers and to each other.

209. In Y1 pupils have good opportunities to use the language incidentally during the day. They regularly practise the appropriate vocabulary for their year group. They sing simple songs enthusiastically. They understand a few simple questions and the majority respond appropriately in simple words or short phrases.

210. Y2 pupils know and pronounce correctly the vocabulary associated with their new topic 'Birthdays'. They repeat the names of the months of the year. They competently ask and answer questions. They sing well an appropriate song.

211. Year 4 pupils competently ask and answer questions in the present tense. They listen attentively and answer confidently. They know and use a wide variety of commands and pronounce them correctly. Pupils read competently from a 'Big Book' entitled 'Yr Athrawes' with their teacher. They create a book of classroom instructions based on the Big Book, paying attention to correct spelling. They take part in a dialogue associated with the topic with good pronunciation and intonation.

212. Older KS 2 pupils competently ask and answer questions about the time. They use the past tense in sentence patterns associated with their work in history.

213. Most pupils spell and, where appropriate, use punctuation correctly. More able pupils successfully learn to join two sentences together, showing some grasp of organisation and sequence.

214. Pupils read with increasing accuracy and levels of understanding.

Shortcomings

215. There are no major shortcomings.

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

216. Pupils of all abilities, including those with SEN, make good progress.
217. In mental mathematics sessions, pupils respond with enthusiasm and succeed to a large extent to give correct answers to the teacher's questions. Pupils use mathematical terms confidently and correctly. By the end of KS1, most pupils can add multiples of 10 to a 2-digit number. They recognise amounts of money that total 10 pence. They understand that the operation of addition can be done in any order but that subtraction cannot. They recognise fractional parts of a shape and competently draw symmetrical patterns. They give good estimates of different weights in grams and kilograms.
218. Pupils in KS1 read the time on an analogue or a digital clock. They add on half an hour to a given time. They know the names of the days of the week and the months of the year.
219. In KS2, pupils use crocodiles and scissors in order to classify angles into three sets. They sensibly discuss a labelling strategy, for example, 'wide', 'middle' and 'narrow'.
220. Pupils know the multiplication facts for tables up to eight. They correctly identify simple fractions and put them in order. They use, read and write metric measures. They competently calculate the perimeter of a simple shape.
221. By the end of KS2, most pupils identify and use the appropriate operations to solve written problems. They explain their methods and reasoning.
222. Most pupils can multiply and divide up to four digit numbers by ten and a hundred. They find the percentages of numbers up to 200 and reduce a fraction to its simplest form by cancelling common factors.
223. Pupils estimate and order acute and obtuse angles. They name the different angles correctly. They know the number of degrees in a right angle and the sign for it. They recognise examples of the different angles in their immediate environment.
224. They solve problems using data in tables, charts and diagrams. They competently find the range, mode, median and mean of a set of data.

Shortcomings

225. There are no important shortcomings.

Science

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

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

Good features

226. In KS1, pupils have a good understanding of how to carry out simple investigations carefully and systematically, for example, when studying how living things such as plants and minibeasts develop and change. They utilise the outdoor environment well to observe, record and illustrate their findings.
227. They investigate thoroughly how some things float and other things sink. They know that some objects are harder than others. Older pupils in KS1 know how to construct a simple circuit. They record what they did to make the circuit and the materials they used. Within Y2, pupils measure forces by dropping clay balls from different heights. They then measure the impact by the size of the flat base created. They are beginning to understand how to use constants and variables in their testing.
228. Within KS2, pupils have a well-developed appreciation of how to carry out an investigation based on a hypothesis. Younger pupils in KS2 experiment carefully with measuring sticks to see how the length of shadows and their positions change during the day. They are beginning to appreciate the extent of our solar system and the function of the sun. They investigate systematically how some solids can be turned into liquids and how liquids can be separated out. They make sensible predictions about what will happen.
229. Older pupils in KS2 extend their knowledge of life processes well. They design a healthy meal and know the necessary ingredients for a balanced diet. They understand how the human digestive system works. They appreciate and measure the impact of prolonged exercise on the heart.
230. Older pupils in KS2 carefully and accurately predict what should happen, for example, when looking at how effectively some materials conduct electricity. They plan sensibly how to measure the conductivity of graphite in a pencil and use light sensors effectively to measure this. Many older pupils record and illustrate their findings neatly and logically in consistent ways. They make very good use of the local environment to study in detail how plants grow. They know the names of the main parts of plants and how they reproduce. They compare this process accurately with that of animals. They compare the distribution of small animals and plants in a plant survey, and draw accurate conclusions about the impact of habitats on living things.

Shortcomings

231. There are no important shortcomings.

Information technology

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

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

Good features

232. In KS1, Y1 pupils competently use the mouse to select/deselect tools and icons in programs. They use a simple art package to create pictures and text, for example, pictures of fireworks. They give instructions to a small programmable toy to move it around the hall.
233. Year 2 pupils use a graphics package with increasing confidence. They use a variety of tools to create pictures, importing other pictures, adding text and changing the colour. They independently print their work.
234. Pupils in Y2 plan and give instructions to make things happen using a larger programmable toy. During their work in the woodland area, they confidently use an electronic microscope and a portable computer to look at minibeasts. They enter the data into a prepared database and present their findings as a graph.
235. Younger KS2 pupils develop images using repeated patterns. Pupils competently discuss the type of program they use and the suitability of certain effects within that program. Pupils manipulate text imaginatively. They create wrapping paper using repetition, enhancing their patterns by considering the use of colour, and position, save and print independently.
236. Pupils in KS2 extend their skills in handling data by entering data into appropriate software to enhance their work.
237. Older KS2 pupils competently use a word processing package to write evaluations, to create questionnaires, to accurately present their findings, and to create tables. They improve their skills in their word-processed writing, for example, by using a range of fonts, colours and styles of text in stories, poems and letters. They successfully extend their vocabulary in information technology.
238. Pupils in KS2 understand that messages can be sent over distances. They read and respond to e-mail. They use the Internet effectively to research and gather information, for example, in their work in history and geography.
239. Year 6 pupils competently create a multimedia presentation in their work in geography. They understand the need to structure, refine and present information in different forms for different purposes.
240. Older pupils use computers and a camera to create animations. They confidently explore new ideas and observe each other's work regularly suggesting ways to improve.

241. Pupils competently use a spreadsheet to present information, such as tuck shop data, in different forms and use simple formulae to calculate the results. They save and print their work.
242. Pupils in Y6 confidently use appropriate software and monitoring equipment to calibrate the strength of a light within a box.

Shortcomings

243. 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

244. Year 1 pupils design a coat of many colours. They choose and use a variety of materials and use fabric paints in the colours of their choice. They make evaluations of their design ideas.
245. Within KS1, pupils design pizza toppings effectively using fabrics. They sensibly consider the type of join they will need to fix the materials together. They make accurate written evaluations of the finished product.
246. Most pupils understand that control is integral to many everyday devices and they turn things on and off using a programmable toy.
247. Year 2 pupils investigate the different types of warnings given in a story entitled 'The Jungle Dance'. They consider the materials that are used, how they are joined and which features are important. They make detailed drawings of different warnings, labelling the features.
248. KS2 pupils evaluate stable structures. They know that it is necessary to have a stable base and that triangulation strengthens structures. They investigate ways of strengthening paper. They select and use a range of joining techniques.
249. KS2 pupils investigate frames for photographs. They discuss their purpose and design. They design good working drawings with an indication of the measurements and materials to be used. Pupils produce frames of a good standard and evaluate their product through the different stages of making.
250. Within lower KS2 pupils investigate pneumatic systems. They assemble a simple pneumatic system to make a car move. They transfer these skills whilst making a moving monster. Pupils carefully evaluate their work throughout.
251. Year 4 pupils make 'fruit smoothies' from fruit juice, fruit and yoghurt. They cut and chop a variety of different fruits using specific techniques and use the

equipment safely. They are aware of the importance of hygiene and cleanliness when handling food. They taste and evaluate each group's finished product paying attention to texture, appearance and smell.

252. Older pupils in KS2 make biscuits. They consider food hygiene and create their own biscuits from a variety of different ingredients. They sensibly discuss the taste and texture of the biscuit. Pupils understand the alternative ingredients that can be used to make the biscuit healthier. They pay attention to their finished product, saying how they would improve it next time. In Y5, pupils successfully evaluate their work on a prepared design sheet.
253. In Y6, pupils work with a wide range of materials whilst making fairground rides. They select and work with a range of tools and equipment with precision and control. They produce drawings with dimensions accurately. They suggest ways of improving the finished product.
254. At the end of KS2, pupils successfully design and make a car with wooden wheels. They plan the stages that they will need to take and create a picture of the finished design. They draw the mechanism that is needed to make their toy move. The finished products are aesthetically pleasing and of a good standard.

Shortcomings

255. There are no significant 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

256. Pupils in KS1 have a good understanding of the passage of time. They know how their families and themselves have changed since they were young.
257. They recognise things that they can do now compared to when they were younger. They compare their toys with those used a long time ago. They realise that doing the washing in their own homes is a good deal easier and less time consuming than it was in the past.
258. Pupils in KS1 recognise, through visits to the Museum of Welsh Life at St Fagans, that the shape and construction of houses in Wales has changed over time. They recognise that some features have remained the same. They place pictures of household objects from different periods correctly into chronological order. Older pupils in KS1 use the vocabulary of time accurately when constructing a timeline to show how transport has changed in their area. They draw simple graphs to illustrate the decline in the number of shops in Abertillery today compared to a long time the past. They know something of the history of famous people in the past, such as William Morgan and St David.

259. In KS2, younger pupils have a secure understanding of some of the events in the Roman invasion of Britain. They know the underlying reasons why the Boudica Revolt took place. Through a visit to the Roman Camp at Caerleon, they have a good understanding of the life and training of a Roman soldier. They understand that the Romans constructed roads in order to deploy their legions quickly and effectively. They study Roman artefacts and contrast them with Celtic designs.
260. Pupils in KS2 know about the way of life in Tudor and Stuart times. They know from their visit to Llancaiach Fawr how servants and their masters and mistresses lived during the latter period. In KS2, pupils have some understanding of life in Victorian Wales. They know how their local area changed as a result of the discovery and the mining of coal. They know from their visits to a Victorian school that school life in those times was very different in many ways from their own experiences.
261. Older pupils in KS2 know about the major events in World War II. They know from interviews with people who were alive at the time about the impact of rationing, and the hardships and dangers for ordinary people as they went about their lives. They know, for instance, that work in the Glascoed Munitions Factory was dangerous, but very well paid. They are aware that men and women factory workers did not earn the same amount of money for carrying out the same work.
262. Pupils use a variety of source materials including newspaper reports, photographs, census materials and other reliable sources to find out information for themselves. They know that some sources provide better evidence than others. They distinguish accurately between facts and opinion, for example, when studying the evacuation of children from the vulnerable towns of Wales. They have a strong sense of empathy with children of that period.

Shortcomings

263. There are no important shortcomings.

Geography

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

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

Good features

264. In KS1, pupils know their routes to school and record how they travel to get there. They record the places they pass, and draw simple plans and charts to express their knowledge and understanding. They use simple symbols to illustrate what they see. Older pupils in KS1 compare natural features with the manmade environment. They visit Penarth and contrast it with Abertillery. In the process, they identify similarities and differences in features in the landscape and in the buildings. They follow 'Barnaby Bear' to Brazil and are beginning to appreciate the complexities of life in a rainforest. They know that the Amazon is

a very large and important river. They are beginning to identify the main physical features of their own country and local area.

265. Pupils in KS2 confidently and accurately use photographs as the basis for constructing simple maps and plans. They are aware of direction and sequence when placing physical features on the map of the local river. They visit Crickhowell and carry out similar surveys. They look at the different sorts of traffic they see in that area with that around their school.
266. Pupils in KS2 recognise the need for conserving and protecting their environment. They appreciate that this can involve difficult decisions, for example, when considering the 'pros and cons' of developing out of town shopping centres. They weigh up the advantages against the adverse impact on their Roseheyworth Community Woodland.
267. Older pupils in KS2 have a secure understanding of how the discovery of coal impacted on the physical and human geography of their town. Using a range of secondary sources including maps and reports, they compare how and why Abertillery grew and prospered. They study the influx of people into the area to find work from other parts of Wales, the Forest of Dean and Somerset. They know that changes occur over time in an area, and that some of these may have positive and negative effects.
268. Pupils across KS2 have a good knowledge of life in rural Lesotho. They know that the availability of water in this area is a major concern for those who live there and understand the impact of erosion on farming practices. They understand how and why those living in the country in Lesotho carefully manage and tend their 'keyhole gardens'. They realise that in Lesotho looking after gardens is considered to be the work of women.
269. Older pupils confidently use specific geographic vocabulary to describe similarities and differences between human and physical features of different parts of Wales, for example, in describing coastal feature sand in contrasting different areas.

Shortcomings

270. There are no important shortcomings.

Art

Key Stage 1 - Grade 2: Good features and no major shortcomings
Key Stage 2 - Grade 2: Good features and no major shortcomings

Good features

271. Pupils of all ages draw and paint well. They study work from different cultures including African and Aboriginal art and use their new knowledge as a basis for their own experimentation.

272. Pupils regularly work with practising local artists on a broad range of art and craft activities and this gives them a good understanding of art as part of modern day culture. Pupils use a wide variety of media to express their ideas, working in both two- and three- dimensions.
273. Across KS1 and KS2, pupils in all age groups appraise the work of artists and begin to critically evaluate their own work. They begin to develop the language of art appropriate to their stage of development, discussing, line, tone, contrast and depth.
274. Pupils also use art very effectively as part of their work in other areas of study. This not only develops their creative skills but also their ability to investigate, research and gather resources. In Y5, pupils design and make masks as part of their African studies.
275. Pupils in Y1 research effectively when they investigate how to draw animals, exploring their different shapes and patterns of their skin or hair. Their resulting paintings are very realistic. Pupils of all ages use sketchbooks effectively to plan and evaluate their work.
276. When studying myths and dragons, Y4 pupils design and make dragon pots and evaluate them critically. Pupils in Y6 closely examine the work of William Morris and carefully recreate some of his designs in preparation for making print blocks.

Shortcomings

277. There are no important shortcomings.

Music

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

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

Good features

278. The standards in singing are good throughout the school. Pupils pay good attention to intonation and phrasing. They maintain their part as a member of a group in a part song. They sing with sensitivity and enjoyment.
279. All pupils are introduced to a wide variety of music. Musicians visit the school regularly.
280. Year 1 pupils recognise the rhythms in pupils' names. They clap a rhythm connected to the syllables in their names. They echo clap as a whole class and evaluate their own performances with increasing competency.
281. Year 3 pupils successfully compose a short sequence of sounds containing long, short and continuous sounds and silences. They vary the dynamics, producing the sounds both loudly and softly. Most pupils respond by using the correct type of percussion instrument to produce the appropriate sound. Pupils

begin to understand which sounds go well together. Half the class perform the composition and the other half listen. They then reverse roles. Most pupils evaluate their own and other pupils' compositions meaningfully. They use and recall musical vocabulary well.

282. Year 5 pupils develop their listening skills whilst taking part in a rhythm and drumming project. They experiment confidently with different ways of making sound with the decorated stamping poles. In larger groups they cooperate well to develop rhythms by echoing/copying, call and response, repeating and combining patterns. A few pupils develop confidence in using the large drums.
283. Older pupils take part in a steel pan performance in Cardiff. They have a good level of appreciation, understanding the nature of the music, the instruments and repetitive phrases. They use a widening range of instruments with increasing confidence.

Shortcomings

284. There are no important shortcomings.

Physical Education

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

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

Good features

285. Pupils in KS1 and KS2 know the importance of warming up before physical exercise and cooling down afterwards. They understand the importance of regular exercise in promoting good health. They appreciate the effect of sustained physical exercise upon their bodies. They show a good understanding of the importance of behaving sensibly and safely when taking part in physical activities. Across the school, all pupils wear appropriate clothing for their physical activities and dress and undress quickly and efficiently.
286. Pupils in KS1 and KS2 develop a good knowledge and understanding of the skills of physical education. They practise the techniques of controlling a ball using different parts of their bodies. They use their hands as a 'bat' to tap a ball into the air and successfully try to keep the ball airborne for as long as they can. They 'trap' and 'turn' with a ball at their feet. They practise the techniques of throwing and catching using a wide range of equipment. They modify their activities well so that the demands upon their skills are increased, for example when striking and returning a ball in a small team game. They understand the importance of controlling the force of a pass or stroke to ensure its accuracy.
287. Across the school, pupils co-operate willingly in team activities. They help each other to succeed by pointing out when mistakes are being made and what should be done to improve a technique. In the best examples, pupils evaluate

very constructively using a system of 'two stars and a wish' to indicate two things which a pupil is performing well and one which needs improvement.

288. In gymnastics in both key stages, pupils travel with a change of pace, direction and level. Older pupils successfully show increasing control when they form a wide variety of shapes to create a sequence of movements. They 'crab', 'cat', 'puck' and 'straddle' well when forming these series of movements. They show good discipline when carrying out various balancing movements and when handling and using large and small apparatus.
289. Older pupils participate in a good range of team games against each other and against other local schools. They respond well to music and creative movement in dance. They have positive attitudes to taking part. In KS2, pupils show good style and technique when swimming. Nearly all pupils swim confidently, competently and unaided by the time they leave school at eleven years of age. From their residential visit to an outdoor education centre, older pupils develop specialist skills and confidence in canoeing, climbing and orienteering. They learn successfully to work together to find a practical solution to a physical problem.

Shortcomings

290. There are no important shortcomings.

Religious Education

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

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

Good features

291. Most KS1 pupils describe the main features of a Christian church using correct terms. They know that the building is special to the people who use it. They respond positively to the atmosphere in the building during their visits and describe how it feels. They consider their own special places and why they are important to them. They visit the local chapels and churches.
292. Year 2 pupils know that the Bible is a source of information about Jesus. Most pupils can recall accurately some stories about Jesus and understand that they come from the New Testament.
293. Pupils in Y2 understand the term 'special person' and that Abraham is a special figure in the Jewish faith. They know the story of Moses and begin to realize the significance of the Ten Commandments.
294. Younger KS2 pupils know and understand the advantages of belonging to a group. They reflect on their achievements and discuss their feelings when experiencing a stressful situation. Many pupils give short talks to the class and answer pertinent questions.

295. Older pupils know and understand what happens during infant baptism in the life of a believer and relate it to their own experience. They recall and understand some of the customs, symbols and artefacts associated with special ceremonies.
296. Younger Pupils in KS2 understand the significance of translating the Bible into Welsh and the story of Mary Jones.
297. Pupils in KS2 explore the ceremonies of the Islamic faith. They visit a mosque in Newport. They confidently discuss what a religious festival is and the importance of the festival of Ramadan for Muslims.
298. Pupils in KS2 know about some of the ways in which people show their thankfulness for creation and the natural world. They sensibly discuss ways of looking after the environment and appreciate that humans have responsibility for the natural world.
299. Year 5 pupils use appropriate language to describe the celebrations and rituals associated with Judaism. They investigate the Rosh Hashanah celebration. They are able to write a suitable greeting for a card in Hebrew. They know when the custom is celebrated and the type of food that is eaten during the celebration.
300. Pupils know that the Jewish holy book is the Torah. They can explain how it is treated. They understand that Jewish people believe that the Torah teaches them how God wants them to live.
301. Pupils in Y6 know that the Bible is important for Christians as a source of guidance and teaching. They understand some of the ways in which the Bible is used by Christians both in church and at home.
302. Pupils further develop their knowledge and understanding of the beliefs and practices of Christianity by using a wide range of resources to find out about Christian weddings. They discuss the ceremony with the local clergy and use role-play in school to celebrate a Christian Wedding.
303. Pupils' understanding of different religious lifestyles is enhanced by their independent research whilst comparing and contrasting a Hindu wedding with a Christian one.

Shortcomings

304. There are no important shortcomings.

School's response to the inspection

The inspection findings recognise that we have made significant progress since our last inspection and have raised standards throughout the school. We are very pleased that the inspectors found that the way pupils work together and with adults is an outstanding feature. The good attitudes of pupils to their learning have contributed to the success of the school. The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly, the inspection report celebrates the life and work of the school and confirms the high expectations of our staff and pupils alike. It confirms that we are achieving our aim to make our school a friendly and safe place in which pupils grow in independence and acquire skills for life.

An action plan will be put in place and where it is possible to do so, staff and governors will address the recommendations in the report before the end of the school year.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

The staff and governing body would like to thank the inspection team for their professional approach and courtesy during the inspection.

Appendix 1

Basic information about the school

Name of school	Roseheyworth Millennium Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Roseheyworth Road Abertillery Blaenau Gwent
Postcode	NP13 1SR
Telephone number	01495 322020
Headteacher	Mrs Margaret Edmunds
Date of appointment	May 2000
Chair of governors/ Appropriate authority	Cllr Gill Clarke
Registered inspector	Mr Peter Mathias
Dates of inspection	17 th – 19 th September 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	8	20	26	20	20	25	24	17	160

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	89.2	86.3	91
Summer 2007	85	87.7	90.2
Autumn 2007	88.5	92.7	92.7

Percentage of pupils entitled to free school meals	35
Number of pupils excluded during 12 months prior to inspection	5

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007 compared 2006 Results Nationally			Number of pupils in Y2:		21	
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School	0	19	52	29
		National *	4	12	64	20
En: reading	Teacher assessment	School	9	29	43	19
		National *	4	14	56	26
En: writing	Teacher assessment	School	0	19	57	24
		National *	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	19	48	33
		National *	2	11	64	23
Mathematics	Teacher assessment	School	0	14	67	19
		National *	2	10	63	24
Science	Teacher assessment	School	0	0	62	38
		National *	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	76.1	In Wales	80.6

W Pupils who are working towards level 1
* 2006 validated results

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007 compared 2006 Results Nationally			Number of pupils in Y6		25			
Percentage of pupils at each level								
		N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	20	52	28
		National *	0	0	0	15	47	32
Mathematics	Teacher assessment	School	0	0	0	16	56	28
		National *	0	0	0	15	47	32
Science	Teacher assessment	School	0	0	0	8	44	48
		National *	0	0	0	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
In the school	80	In the school	N/A
In Wales	74.2	In Wales	N/A

W Pupils who are working towards level 1
* 2006 validated results

Appendix 4

Evidence base of the inspection

- A team of four inspectors, who were present in the school for seven inspector days, carried out the inspection with a nominee from the school.
- A pre-inspection meeting was held with the inspection team and the nominee.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Thirty-five questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher, staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-six lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 English Science History Geography Physical education
Mrs Elizabeth Halls (Lay Inspector)	Contributions to Key Questions 1, 3, 4 & 7
Mrs Helen Smith (Team Inspector)	Contributions to Key Questions 2, 3 & 7 Welsh as Second Language Design technology Information technology Music Religious education Mathematics
Mrs Jan Marsden (Team Inspector)	Contributions to Key Question 4 Early Years Art
Mrs Margaret Edmunds (Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor

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