

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

A Report on the Quality of Education in

**Undy Community Primary School
Pennyfarthing Lane
Undy, Caldicot
Monmouthshire
NP26 3LZ**

School Number: 6792163

Date of Inspection: 14/09/09

by

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17669**

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Introduction

Undy C.P. 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 Undy C.P. School took place between 14/09/09 and 17/09/09. An independent team of inspectors, led by Peter John Treadwell 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions	Half/around half	close to 50%
Most	90% or more	A minority	below 40%
Many	70% or more	Few	below 20%
A majority	over 60%	Very few	less than 10%

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 **short** 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. Undy Community Primary School is situated in the village of Undy just south of the M4 between Newport and Caldicot. The present school was opened just over 20 years ago and continues a provision which dates back to 1910.
2. The spacious accommodation contains twelve classrooms, a self contained Nursery, kitchens, large hall, library, reception area, staff room, office accommodation and staff workroom. There are also areas adjacent to all classrooms which provide additional space for individual and group learning. The buildings divide two large playgrounds, a playing field and an environmental area.
3. The school is surrounded by mature woods and its position offers clear views of the mouth of the River Severn and the Second Severn Crossing. The current number of pupils on the school roll is 363 [including 30.5fte Nursery pupils]. This has shown an increase of 36.5 pupils since January 2006. There have been no significant changes to the school or the age range since the last inspection. There are slightly more boys than girls – more noticeable in Y6 - across the school. The ages range from 3-11.
4. The school serves a mixed area of homes from local authority to private owner occupied. The pupils come with a wide range of attainment depending on the circumstances of the household. There is some social deprivation and pupil mobility within the population. No families are first language Welsh speakers and two families from ethnic minorities send their children to the school.
5. Approximately 5% of pupils are entitled to receive free school meals. 99% of pupil's predominant language spoken at home is English, with the other 1% speaking Chinese [Cantonese]. No pupils receive support teaching in English. 1 pupil is 'looked after' by a local authority; 23 pupils have a statement of special needs; no pupils have NC disapplications; 41 pupils are on school action and school action plus.
6. 12 full time and 4 part-time teachers work in 12 classes and the Nursery. They offer a good mix of teaching experience and youth. At present, two male teachers [Y2 & Y4] teach in the school. Additionally, there have been a number of staff changes due to maternity leave recently and two staff have been seconded to the LEA to provide advice, training and support in Early Years Education and Primary Mathematics. This has resulted in a succession of job share posts and temporary contracts for some teachers. 9 ft [term time] classroom support staff and 1 pt [term time] classroom support staff work in the school. 5 new support staff started in the school in September 2009. Additionally, 2 ft staff offer school administration and office/clerical support.

7. Class sizes range between 30 and 23, with an average class size of 26:1 and a teacher/pupil ratio of 26:1. In the Nursery the adult/pupil ratio is 10:1. The teaching time per week in Reception and KS1 is 21.5 hours and in KS2 is 23.5 hours.
8. Attendance has remained at nearly 95% since summer 2008. Unauthorised absences are running at less than 1% per term. 2 temporary exclusions have occurred in the last 12 months; 1 pupil has been withdrawn from collective worship and 1 pupil from religious education.
9. The school is extremely successful in a number of national competitions. It was awarded a 1st prize in a UK wide top culinary competition for healthy eating and has also been awarded an Eco award for sustainable development.

The school's priorities and targets

10. The school's vision is "learning together, learning for life".
11. The specific priorities for development during the current school year 2009 -10 are:
 - Continued improvements in standards, especially Science, International Primary Curriculum (IPC) and Welsh;
 - Continued support for Curriculum 2008 and the Foundation Phase;
 - Continued improvement in teaching and learning, key skills and school self evaluation.

Summary

12. Undy Community Primary School is a good school with many outstanding features. It consistently produces outstanding results in pupils' performance in national assessments and external competitions. In comparison to schools of a similar type in Wales, the standards of attainment over the last three years have consistently seen the school in the upper quartile.
13. Other elements of the provision are also outstanding, but there is scope for further improvement in aspects of bilingual education, key skills development, curriculum leadership, self evaluation and assessment for learning.

Table of grades awarded

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

14. The inspection team agreed with the school's Grade judgements in its self-evaluation report in all seven key questions.

Standards

15. In key stage one (KS1) national teacher assessments in 2008 overall results were better than locally and nationally; almost all pupils attained at least level 2 in English and science and all did so in mathematics. The percentage attaining the higher level 3 was also better than locally and nationally in oracy, mathematics and science and about the same in reading and writing.
16. In key stage two (KS2) national teacher assessments in 2008 results were better than locally and nationally; almost all pupils attained at least level 4 in English and mathematics and all did so in science. The percentage attaining the higher level 5 was also better than locally and nationally in all three subjects. In comparison to similar schools, pupils performed as well as the best 25% in English and mathematics and as well as the best 50% in science.
17. Over the last four years, in both KS1 and KS2, good standards have been maintained with results being consistently above local and national averages, indicating good value added progress. There are no discernible gender differences over time in either key stage.
18. All learners, including those with additional learning needs (ALN), whatever their aptitude, ability or social or ethnic background, make good progress through the school and most fulfil their potential and reach or exceed the targets set for them.
19. Baseline assessment shows that children's ability on entry is generally average to above average and inspection evidence indicates that all make rapid progress in the foundation phase, where standards in the key skills of literacy, numeracy

and ICT are very good. The overall quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make very good progress towards the foundation phase outcomes.

20. In KS1 and KS2 listening and speaking is generally good with some outstanding features in school performances and creative situations. Pupils make good overall progress in reading and some read well for their age. Most produce written work of a good standard across the curriculum and there are examples of outstanding features, especially in terms of content and presentation. Good standards overall are achieved in spelling, punctuation and comprehension, although there is variation at times in the legibility of handwriting.
21. Pupils in both key stages use numeracy skills appropriately in a range of contexts and subjects and there are some outstanding features in the use of ICT in both key stages. Standards of bilingualism are satisfactory throughout the school, although there is some variation between classes. Proficiency in conversational Welsh and understanding of the Welsh language has improved since the last inspection.
22. Standards in singing in school musicals and instrumental groups are of a very good quality and acting performances of Y5 and Y6 pupils are outstanding.
23. Most learners have a positive attitude to lessons and are keen to do well. Overall, they work productively, are well motivated and generally show interest in the tasks they are set. They are beginning to be actively involved in planning the direction of their own learning, however, their awareness of how well they are doing and what they need to do to improve is developing.
24. Approaches to thinking and problem solving skills are developing well. This is introduced in the foundation phase and very quickly becomes a regular part of learning activity for pupils throughout the school. Learners' capacity to work independently and with others and to make their own choices and decisions is developing well.
25. Standards of behaviour throughout the school are very good and learners are friendly, welcoming and extremely polite. They show respect for each other, offer a very caring approach to those younger than themselves and understand and follow the school rules.
26. Attendance rates for the past three terms average 95%, which is around the national level and similar to that of schools that have a similar free school meals entitlement.
27. Learners demonstrate a secure awareness of equal opportunities issues and understand that everyone should be treated fairly and without discrimination. They are very well prepared to take an active role in the life and work of the local community and become increasingly aware of the world of work.

The quality of education and training

Grades for teaching

28. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	64%	0%	0%	0%

29. These figures are much improved from the previous inspection and are above national averages published by Her Majesty's Chief Inspector (HMCI) in his latest Annual Report for 2007-8, which indicates that overall the quality of teaching in primary schools in Wales is 83% Grade 2 or better. The amount of Grade 1 teaching is well above the national average of 16%.
30. Where teaching is Grade 1, the outstanding features include extremely well organised lessons, high quality interaction with learners, excellent use of indoor and outdoor facilities and resources and encouragement of learners to follow their own interests.
31. Where teaching is Grade 2, the good features include clearly structured lessons, a brisk pace, good integration of skills and knowledge across the curriculum, high expectations, clear targets for individuals and the use of role play, games and practical activities.
32. Across the school there are very good working relationships between teachers and learners with every individual treated fairly and equally.
33. Teaching of the under-fives is outstanding and actively promotes the principles of the foundation phase. In KS1 and KS2 teachers display very good subject knowledge and use their expertise to good effect. They employ a range of appropriate teaching strategies and resources to ensure the engagement of learners.
34. Staff are continually developing their skills in the Welsh language and some staff feel confident to use it as an integral part of their lessons.
35. Support staff work very effectively with teachers in planning and delivering the curriculum and undertaking specific initiatives. Their contribution is invariably outstanding.
36. Assessment, recording and reporting meet statutory requirements. The progress of all learners in the school in reading, spelling and mathematics is carefully tracked, although formative assessment and self and peer evaluation are less well developed and assessment for learning strategies are not consistently applied. Target setting on an individual basis is also at an early stage of development, although underachievers and those with SEN are involved in helping to formulate their own targets and goals.

37. Across the school there is a consistent system for the collation and presentation of work, however, marking and feedback is occasionally of variable quality. Some written feedback is outstanding, offering clear advice and guidance on how to improve or sustain the quality of learning. Oral feedback is consistently of good quality. The school meets statutory requirements in reporting to parents.
38. The school provides a broad, balanced, flexible and relevant curriculum that fully meets statutory requirements and the needs of the range of learners. It ensures equality of access and reflects national priorities.
39. The school is well advanced in its implementation of the foundation phase, where shared planning is very thorough and highly effective. This consistency of curriculum planning is also clearly evident in KS1 and KS2. Schemes of work are well developed and this helps assure continuity and progression of learning. The approach to key skills implementation varies a little across the school with teachers beginning to adopt the school system.
40. Standards in bilingual education are satisfactory. Progress has been made in pupils conversational Welsh and their understanding of the Welsh language.
41. The school offers many and varied extra-curricular activities and the provision for artistic and creative performance is outstanding. Learners benefit considerably from very stimulating outdoor learning environments both within the school and the immediate locality. Sustainable development is also outstanding and the design of the building allows for effective use of space and direct engagement with environmental issues.
42. School and class visits to places of interest both locally and further afield are planned regularly. In addition, many people from the community and from a variety of occupations are invited into school to talk about their work.
43. The personal and social education (PSE) curriculum permeates many aspects of school life and makes a substantial contribution to learners' personal and social development. Collective worship meets statutory requirements. Learners know the difference between right and wrong and work and play together well. They regularly take part in, organise and support charitable activities. Overall, the spiritual, moral, social and cultural development of pupils is good.
44. Provision for the Cwricwlwm Cymreig is satisfactory. Evidence around the school indicates that pupils are aware of their Welsh heritage and culture. In particular, learners are offered opportunities to take part in school and county Eisteddfod competitions.
45. Learners' awareness of different faiths, beliefs and lifestyles within their own culture and that of the wider world is effectively promoted through the curriculum, collective worship and other activities.
46. The partnership with parents and carers is generally very good. Nearly all are very supportive and all are kept well informed, although a minority would welcome more information about the curriculum, approaches to homework and

the individual progress of their children throughout a school year. Whilst the vast majority of parents and carers are very happy with the work of the school a small minority have raised issues. There is an active parent and friends association (PFA) which provides considerable funding to help support school priorities. Many parents, grandparents and friends of the school also help in school with various activities on a daily basis.

47. Homework is set throughout KS1 and KS2 and linked to class themes. However, this is not consistently applied. Most parents are happy with the arrangements although a small minority expressed concern about the need for a more systematic approach. All parents consider their children are well prepared for secondary school in this respect.
48. The school is an important part of the community. There are excellent links with local residents and groups and the surrounding area is used as a valuable teaching resource. The relationship with the local church is strong.
49. The school enjoys very positive partnerships with other schools in its network cluster. It welcomes students on placement from local secondary schools and regional universities.
50. The school's commitment to work-related education is good and learning is enriched by a range of well established partnerships with local employers and relevant agencies. Opportunities for learners to become involved in enterprise activities are developing well.
51. The school is a caring community and the headteacher and staff provide a very supportive environment where all are valued. Learners in turn feel happy and safe and are kind, tolerant and honest towards one another. Induction for children in the early years is very well established and transition arrangements are well developed. The contribution of the school to well-being of pupils is outstanding.
52. The school has clear policies and procedures to promote learners' health, safety and wellbeing. Supervision at playtimes and lunch time is very good and arrangements for dealing with child protection issues, accidents, emergencies and medical needs are well established.
53. Effective procedures are in place to monitor learners' behaviour, performance, attendance and punctuality and early intervention ensures that any individual concerns are dealt with swiftly and efficiently.
54. The provision for SEN is outstanding. The school takes great care in identifying, assessing and monitoring learners with SEN and individual education plans (IEP) are in place. Parents are involved in formal review meetings throughout the year.
55. Particular attention is given to learners who underachieve in basic skills and who need to be challenged to reach the next level. This is an outstanding feature. The more able and talented are also considered although provision for them is at an earlier stage of development.
56. The quality of provision for equal opportunities is good overall.

Leadership and management

57. The school has a positive Christian ethos, based on its vision statement and aims, which underpin its life and work.
58. The headteacher has made an outstanding impact on the school especially with respect to raising standards of learning and teaching. He is committed to the school and has extended the school's reputation in recent years. He leads the administration and strategic direction of the school with enthusiasm, managerial competence and a high level of professionalism.
59. The deputy headteacher gives very good support to the headteacher and undertakes a number of roles very efficiently. Together, the relationships they have built with staff, governors, parents and members of the local community is also outstanding and this has contributed greatly to their overall success.
60. A teaching and learning responsibility structure is in place and there is a senior management team that meets on a regular basis. Staff work very well as a team and most teachers have a subject co-ordination responsibility. Appropriate procedures are in place for performance management.
61. The Governing Body (GB) has clear roles and responsibilities and effectively oversees the financial and academic progress of the school. They offer critical governance, are kept very well informed and play an appropriate role in the school's strategic direction. Good attention is paid to national and local priorities and all statutory policies and requirements are in place. The Chair is particularly supportive and plays a full part in the life of the school, for example, in running extra-curricular sporting activities and co-ordinating a real governor presence in the school. Overall, their collective contribution is outstanding.
62. Self-evaluation has developed well since the last inspection. First hand evidence is collected and analysed to reach accurate judgements about the school and its priorities. Staff and governors are involved in the self-evaluation process, but the contribution of other stakeholders, such as pupils, parents and members of the local community, is relatively limited.
63. The role and responsibilities of subject co-ordinators are currently under review as is the role and significance of peer observation and review of teaching and learning. Annual subject reporting is in its infancy.
64. The self-evaluation report is a comprehensive document that clearly reflects the school's ethos and the pride all staff and governors have in its achievements.
65. The school development plan (SDP) is regularly reviewed and is revised annually with the approval of the GB. It contains a number of relevant priorities, which are well supported through an appropriate allocation of resources and there is evidence that actions have resulted in measurable improvements.
66. There were three key issues in the last inspection, relating to the maintenance of quality and standards, reviewing the timetable and teaching time for all

subjects and further development of the leadership role of curriculum co-ordinators.

67. It was not possible to assess standards in subjects during the current inspection, but there is evidence to indicate that there is scope for continued development in formative assessment procedures. This planning role of curriculum leadership still requires further development.
68. The school has an appropriate complement of teaching and support staff and the good adult to learner ratio and the effective use of adult expertise, especially in the foundation phase, contribute significantly to the progress made by learners. The involvement of additional teaching staff and support assistants at times is outstanding. All other adults who work in the school are valued members of staff and contribute positively to the strong community ethos. Day to day administrative routines operate very smoothly.
69. The school building and grounds and the quality and quantity of learning resources, including ICT, are very good.
70. There is a governing body finance sub-committee, which monitors the budget carefully, and expenditure is reviewed regularly in order to ensure that money is spent wisely. Overall, the school provides good value for money.

Recommendations

71. The school needs to:
 - R1 promote learners' bilingual skills via increased access to bilingual teaching;
 - R2 develop further, key skills of pupils across the curriculum, especially the further development of extended writing *;
 - R3 develop further, the roles of curriculum leaders in order to secure quality and standards and link this to extending self evaluation using the school's peer observation framework *;
 - R4 Extend self evaluation using the school's peer observation framework in order to improve teachers' short term development planning and further improve standards*;
 - R5 Continue to develop assessment for learning procedures and give particular reference to pupil participation in the process*;

* N.B. Recommendations 2, 3, 4 and 5 are included in the school's current SDP. The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

72. The findings of the inspection team match the Grade 1 judgement made by the school in its self-evaluation report.
73. In KS1 national teacher assessments in 2008 over 90% of pupils attained at least level 2 in English and mathematics while all pupils attained at least level 2 in science and all did so in mathematics, so that the core subject indicator (CSI), which is the percentage of those attaining at least level 2 in all three subjects, was 94.4%; this was above the local and national levels of 82% and 80.7% respectively. The percentage attaining the higher level 3 was also better than locally and nationally in oracy, mathematics, science and reading and writing. The school performed as well as those schools with a similar free school meals percentage.
74. In KS2 national teacher assessments in 2008 over 92% of pupils attained at least level 4 in English and 90.2% in mathematics and all pupils did so in science, so that the CSI, which is the percentage of those attaining at least level 4 in all three subjects, was 95.1%; this was well above the local and national averages of 76% and 75.5% respectively. The percentage attaining the higher level 5 was also better than locally and nationally in all three subjects. The school performed as well as those schools with a similar free school meals percentage.
75. Over the last three years in both KS1 and KS2 very good standards have been maintained with results being consistently above local and national averages.
76. In 2008 in KS1 there were no distinguishable gender differences in pupil performance in all three core subjects. In KS2 in 2008, girls slightly out-performed boys in the three core subjects.
77. All learners, including those with ALN, whatever their aptitude, ability or social or ethnic background, make good progress through the school and most fulfil their potential and reach or exceed the targets set for them. Of these, a significant minority achieve very high standards of performance in specific aspects of the curriculum.
78. Baseline assessment shows that children's ability on entry is generally average to above average and inspection evidence indicates that all make rapid progress in the foundation phase. The overall quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make very good progress towards the foundation phase outcomes.
79. Standards in the key skills of literacy, numeracy, writing and ICT in the foundation phase are good. Most children listen attentively, follow instructions

carefully and sit quietly and patiently. They speak clearly, make verbal contributions confidently and use a good range of vocabulary for their age. They show a good interest in books, understand that print conveys meaning and follow stories intently. They engage in a variety of mark making and early writing activities and learn quickly to write their own name, so that by the end of the reception year many can produce words and sentences of their own.

80. Children in the foundation phase learn to count and to recognise numbers and shapes in a range of activities and they begin to use ICT as an integral part of their learning, developing appropriate mouse and keyboard skills, as well as learning to using electronic equipment competently and confidently.
81. In KS1 and KS2 pupils generally listen well and display good comprehension and understanding, although one or two are prone to call out at times. Speaking across the school is good and most pupils speak clearly and express their ideas and opinions readily. They answer questions confidently and contribute to discussions productively. The ability of the majority of KS2 pupils to speak with confidence in front of an audience, for example when presenting to the class or performing on stage, is another good feature.
82. Pupils in KS1 and KS2 make good overall progress in reading and some read extremely well for their age. Nearly all read with increasing fluency and some with improving expression and intonation. In KS1 most can self-correct errors and use phonics and other strategies to extract meaning. They tackle unfamiliar words confidently. In KS2 they effectively recall details of what they have read and understand about different types of books and how they are written; they can infer and deduce meaning. Older ones develop a range of higher order reading skills to enhance their understanding.
83. Most pupils in KS1 and KS2 produce written work of a good standard across the curriculum and there are examples of outstanding features, although few write at length and independently on a regular basis and tasks are sometimes too reliant on worksheets. In both key stages pupils produce a variety of writing in different genres and for different purposes and audiences that is generally age appropriate. Good standards overall are achieved in spelling, punctuation and comprehension, occasionally outstanding in presentation but variable with respect to the legibility of handwriting.
84. Pupils in both key stages use numeracy skills appropriately in a range of contexts and subjects and apply them to everyday life. For example, they assemble tally and bar charts and graphs in science and measure accurately in design technology.
85. There are many good features in the use of ICT, especially in older KS2. Pupils become familiar with a variety of programs and equipment, such as using digital cameras and interactive whiteboards. They use computers to word process and to edit their work, combining words and pictures and utilising different fonts, colours and text size. They access the internet at times for research purposes. They make presentations using Powerpoint and some KS2 pupils learn to shoot and edit videos in order to make personal video diaries and video yearbooks.

86. Standards of bilingualism are generally satisfactory throughout the school, although there is some variation between classes. From the time they start in the foundation phase, learners begin to use Welsh as a natural part of their work and everyday life at school. They learn to understand a range of words, phrases and sentences and they respond enthusiastically and capably to questions. In KS1 they start to write in Welsh and offer greetings. A small minority of KS2 pupils can converse confidently in Welsh and interchange between the languages competently.
87. Standards in singing during assemblies is generally very good and some older pupils can play musical instruments and perform in school musical and creative performances with a very high quality. End of year, Christmas and Eisteddfod concerts offer many opportunities for learners to perform in a wide variety and quality of musical and cultural situations. This is an outstanding feature of the school.
88. Learners are able to apply the knowledge, skills and understanding they acquire to new and unfamiliar situations. However, their awareness of how well they are doing and what they need to do to improve is relatively underdeveloped.
89. Most learners have a very positive attitude to lessons and are keen to do well. Overall, they work productively, are well motivated and generally show interest in the tasks they are set, but they are insufficiently involved in planning the direction of their own learning.
90. A coherent approach to thinking and problem solving skills has been introduced across the school. Learners often work in pairs and groups, but their capacity to work independently and with others, to produce original ideas and to make their own choices and decisions is at an early stage of development.
91. Pupils have a very clear understanding of what is expected of them and their attitudes and behaviour are excellent. They are confident, polite, friendly and relaxed in lessons. Pupils are very polite, courteous and respectful to one another and adults within the school community. They move around the school in a sensible and orderly manner and take good responsibility for their own behaviour. This is an outstanding feature at the school.
92. Year 6 pupils provide Peer support to younger pupils. They are on hand in the playgrounds at break times and lunchtimes and are easily recognisable by their yellow tabards. The playground peers provide a responsible buddy system throughout the school.
93. The school has Behaviour Policy, incorporating rewards and sanctions, which is known and understood by pupils, parents, carers and staff. The policy is re-emphasised to pupils and the school community in the praise assemblies, newsletters home, circle time and generally as part of the PSE programme. The school rules are contained in the Prospectus and are displayed in the school.

94. Pupils' overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy, diversity and regard for all who are involved with the school community. This is an outstanding feature at the school.
95. Attendance is excellent. The average attendance for the three terms prior to the inspection were; Nursery 90.7%, Reception 93.9% and Rest of School 94.8% which is slightly above the LEA average of 94.4%, above the All Wales figure of 93.3% and similar to that of schools that have a similar free school meals entitlement (94.6%).
96. The unauthorised absence figure is minimal at less than 1%. Much of the absence is caused by a few learners who have unsatisfactory attendance, which has an adverse impact on the continuity of their education and the standards they achieve. Holidays taken in term time also affect the overall rates of attendance for the school.
97. The school excluded two pupils temporarily during the last academic year with one of those pupils again being temporarily excluded during the inspection. Whilst the school is working with other agencies to support these pupils it has concerns that more specialist support should be forthcoming.
98. Nearly all pupils arrive punctually for school and for lessons. Registration procedures are followed correctly and although the school does not operate a first day calling system there is good monitoring of pupil absences.
99. The school works well with the EWO to improve pupils' punctuality and attendance and makes full use of the support agencies available.
100. The school complies with the NAW Circular 47/06.
101. In discussion, learners demonstrate a secure awareness of equal opportunities issues and understand that everyone should be treated fairly and without discrimination, regardless of their individual differences. They show a growing awareness and respect for faiths and cultural traditions that differ from their own, as well as for those less fortunate than themselves.
102. Learners are well prepared to take an active role in the life and work of the local community. They study local and regional history and geography and support a range of activities and initiatives. They also become increasingly aware of the world of work through, for example, visits to farms and shops and links with local businesses and community groups.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

103. The findings of the inspection team match the Grade 2 judgement made by the school in its self-evaluation report.

104. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	64%	0%	0%	0%

105. These figures are better than last inspection and are above the national averages published by HMCI in his latest Annual Report for 2007-8, which indicates that overall the quality of teaching in primary schools in Wales is 83% Grade 2 or better. The amount of Grade 1 teaching is above the national average of 16%.

106. Where teaching is Grade 1, the outstanding features include:

- extremely well organised lessons with learners continually involved in their set tasks;
- high quality and well supported interaction with learners;
- excellent use of indoor and outdoor facilities and resources; and
- learners listened to and encouraged to follow their own interests and ideas and to make their own decisions.

107. Where teaching is Grade 2, the good features include:

- clearly structured lessons with learning objectives and key skills identified;
- timed activities and a brisk pace which keeps learners on task;
- good integration of skills and knowledge across the curriculum;
- high expectations of all learners;
- clear targets for individuals; and
- the use of role play, games and practical activities to enhance learning.

108. Across the school there are outstanding working relationships between teachers and learners, all of whom are encouraged to do their best at all times. Praise and encouragement are used effectively and learners feel valued as integral members of the school community. Every individual is treated fairly and equally, irrespective of gender, race or ability.

109. Teaching of the under-fives is outstanding and actively promotes the principles of the foundation phase. Activities are very well planned and provide a suitable level of challenge for all children, successfully promoting collaborative and independent learning. Children are given every encouragement to make their own decisions, to be creative and to succeed.

110. In KS1 and KS2 teachers display very good subject knowledge and use their expertise to good effect in various classes. They have a good knowledge of each individual they teach and generally employ a range of appropriate teaching strategies and resources to ensure the engagement of learners. However, at times the approach is not fully effective in ensuring all in the class are continually on task.
111. The headteacher, teachers and support staff, as well as administrative staff, are developing their skills in the Welsh language and are beginning to demonstrate a commitment to bilingualism across the school. A few teachers and support staff use Welsh continually as an integral part of their lessons and everyday conversations.
112. Support staff work very effectively with teachers in planning and delivering the curriculum and undertaking specific initiatives, helping individual learners and targeting those identified with SEN. Their contribution to learners' all round development is invariably outstanding.
113. Assessment, recording and reporting meet statutory requirements. Assessment of the under-fives is very effective and teachers and support staff assess them on a daily basis; electronic records are kept of their progress and effective targets are set for their development. The results of the Baseline assessment are used to inform teaching and learning.
114. The progress of all learners in reading, spelling and mathematics is good; the use of standardised testing helps teachers monitor learner progress especially where support might be needed, for example for those with ALN and those who are under attaining in basic skills. Outcomes are shared with all members of staff and inform the strengths and areas for development for each individual.
115. Formative assessment and self and peer evaluation are less well developed and assessment for learning strategies are not consistently applied to ensure learners know how to improve. Target setting on an individual basis, beyond that formally undertaken for the local education authority (LEA) in relation to potential levels of attainment, is also at an early stage of development. However, underachievers and those with SEN are involved in helping to formulate their own targets and goals. Pupils' work in the core subjects is moderated by staff via school, school cluster group and LEA based exercises. Subject co-ordinators have also developed portfolios of exemplar work within all subject areas.
116. There is a consistent system across the school for the collation and presentation of work, so that continuity and progression within and between classes is able to be assessed.
117. Marking procedures are variable. Some written feedback in KS2 is outstanding. Oral feedback is regularly provided to learners as they proceed in their tasks.
118. The school meets statutory requirements in reporting to parents and annual reports. However, there is no opportunity given to pupils at the end of the year to

self-evaluate their progress or for parents or carers to comment on their child's progress. Formal consultation evenings, held twice a year, provide parents with an adequate opportunity to discuss how well their children are doing, although no written feedback is offered to parents or carers on their child's progress. Additionally, the end of year school report is highly standardized and offers little in terms of personal progress.

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

Grade 1: Good with outstanding features

119. The findings of the inspection team match the Grade 1 judgement made by the school in its self-evaluation report.
120. The school responds very well to pupils' learning needs. It provides good opportunities for pupils to learn well and experience a broad and balanced curriculum.
121. The quality of teachers' long and medium term planning is good and ensures equal access and meets the needs and aspirations of all groups of pupils, including those with SEN and the more able and talented pupils, and this has a positive affect on pupils' motivation. However, medium term planning lacks detailed analysis in order to inform development planning. All teachers are beginning to evaluate the success of their lessons in writing in their planning records, and, discuss these in year group and age phase meetings.
122. The curriculum fully meets all statutory requirements. The school provides pupils with a wide range of experiences that cater for their specific needs and interests.
123. The provision for the Foundation Phase is outstanding. Pupils are making excellent progress and planning and assessment is very detailed, while the very effective processes that are in place for Home Visits and the creation of the "Pupils' Folder" are outstanding features. Children receive a variety of stimulating learning opportunities, both indoors and outdoors, which develop their interests and they are actively involved in their own learning.
124. The school makes very good provision for the development of pupils' basic skills. The planning for and teaching of key skills across the curriculum is evolving steadily but prioritised more clearly in some classes. The school development plan has prioritised this as an area for development.
125. The school works hard and makes an outstanding contribution in order to broaden and enrich learners' experiences. Pupils benefit from equal opportunities and are encouraged to participate in a particularly wide variety of sporting activities, clubs and creative art events. Visits to the St David's Hall, Caerleon and Cadbury World enrich pupils' experiences. There are a number of visitors into school who share their expertise and knowledge with pupils in lessons, such as a Safe Cycling Group with year 6, local clergy, police and local football and

rugby coaches. Pupils from year 6 won the “Best in UK” and “Best in Wales” Primary Schools Cookery Award and have designed and made their own sausage to demonstrate in the Abergavenny Food Festival.

126. The schools` promotion of pupils` spiritual, moral, social and cultural development is good. The school is very pro-active in promoting good attitudes and values. Pupils have a real identity and sense of responsibility to their school and the environment. Year 4 debated their strong views on whether Newport and Magor Marshes could sustain an airport. Acts of collective worship and opportunities to make a good contribution to pupils` understanding of moral issues and help them to respect truth and justice appear somewhat limited. Visiting clergy make a good contribution and collective worship fulfils statutory requirements. Pupils are taught to know right from wrong and with very few exceptions, they exhibit good self-discipline. Their roles within the school council and Eco committee are effective in developing an understanding of living as part of a community and helping them take responsibility readily.
127. The provision for promoting bilingual skills is satisfactory. The school celebrates St David`s Day, and pupils have a satisfactory knowledge of Welsh culture. Requirements for Y Cwriculwm Cymreig are fully met.
128. The school`s partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features. They enrich the life and work of the school and enhance pupils` learning experiences.
129. Parents are very supportive of the school. They give freely of their time by volunteering to help in classes and on visits, and through fundraising through the Friends of Undy Primary School (FOUPS) and supporting school activities.
130. Communication between school and home is well established in the Foundation Phase and mainly effective throughout the rest of the school.
131. The school has strong a working partnership with other schools in its area and with the secondary schools to which the pupils transfer. The cluster of schools regularly meet and the year 6 pupils visit the secondary schools on a regular basis.
132. The school regularly welcomes students from local secondary schools and colleges who undertake vocational qualifications. Students are well supported by staff and they make a positive contribution to the school. The ITT partnership with the University of Newport is an outstanding feature and some of those students now teach in the school.
133. The school`s partnership with the local community is outstanding. Staff take full advantage of all that the community has to offer to broaden and extend the learning experiences of pupils. The school and its various activities are very well supported and valued by the local community.

134. There is a good range of experiences provided, appropriate to the age of the pupils, and these develop their understanding of the world of commerce and business. They effectively support and complement the International Primary Curriculum (IPC) that the pupils are studying.
135. Education for sustainable development and global citizenship are very well promoted in virtually all areas of the curriculum. The school has been awarded with the Eco Green Flag. An extensive range of initiatives and projects ensures that the school acts in a sustainable manner, many of which have been suggested by the very effective Eco committee. This is an outstanding area of the school's provision.
136. The school provides a good breadth of opportunity for pupils to develop their entrepreneurial and life long learning skills. Pupils in year 5 are fully involved in planning and developing mini enterprises where the profits go to the class. This contributes significantly to pupils' economic understanding, develops their problem solving and thinking skills as well as their confidence and self-esteem. This needs to be extended throughout the school. The schools' provision reflects very well national priorities to promote lifelong learning skills and suitably raises pupils' awareness in community regeneration and the impact of social and economic changes in society.

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

Grade 1: Good with outstanding features

137. The findings of the inspection team match the Grade 1 judgement made by the school in its self-evaluation report.
138. The quality of care and support is good. The school provides a happy, supportive and safe environment for pupils to learn. The school has a strong and well-structured pastoral system. Parents appreciated the high quality of care that their children receive. Pupils trust teachers to deal with their concerns quickly and effectively.
139. Very good relationships exist between pupils, staff, parents, carers and the community. The parental surveys undertaken by the school in 2009, and as part of the inspection, showed that parents have a high regard for the school. Issues raised by parents are dealt with promptly and parental views acknowledged and acted upon. Parents are encouraged to meet with teachers to discuss any concerns.
140. Whilst the vast majority of parents and carers are very happy with the work of the school a small minority have raised issues.
141. The school has a democratically elected School Council, which meets regularly to discuss issues raised by pupils. Pupils were proud of their positions as members of the School Council. Each classroom has a suggestion box and these suggestions are discussed at the School Council's meetings.

142. In recent years the School Council has been effective in suggesting the need for a bicycle rack, improvements to the toilets, equipment to form an adventure playground and, following incidents of vandalism, school fencing and CCTV cameras around the school. The School Council was tasked with identifying the playground equipment required, planning its location, costing it and subsequently arranging for its purchase from funds raised by the Friends of the School.
143. There are very good induction arrangements. The induction arrangements for nursery pupils are excellent. This is an outstanding feature of the school.
144. Children can start Nursery in the term after their third birthday. Prior to the child's first day at school a Nursery teacher and Nursery nurse visits each child and their parents in their home environment. Parents complete a pupil passport with details of their child, their likes and dislikes, favourite thing, colours etc. and any medical information and bring it into school on the first day.
145. There are strong links with local playgroups, particularly the Alphabet playgroup which is located on the school site.
146. Parents are invited to half termly stay and play sessions and to fundraising events, such as the Macmillan coffee morning. The Nursery, as with the rest of the school, operates an open door policy. At the end of each week, parents are given a weekly newsletter covering the work undertaken that week and giving a focus on the next weeks work. The newsletter also informs parents on the words, English and Welsh, which will be the focus of the learning in the coming week. Children are taught in a bilingual format and are encouraged to speak and sing in Welsh.
147. Nursery pupils have celebration assemblies each Friday and also attend whole school assemblies.
148. There is a graduation day for the nursery pupils, who wear mortarboards and gowns, and are presented with a certificate. Parents are presented with their child's work folder together with a CD containing photographs of their child whilst in Nursery.
149. Older pupils act as mentors to pupils who arrive at school during the school year to help them integrate and settle into school.
150. The majority of Year 6 pupils transfer to Caldicot High School. The remainder transfer to either Chepstow or Wyedean High Schools.
151. Transition arrangements are well established and effective. Teachers from the school visit the High School and Year 7 teachers visit the school. There are a number of well-established bridging projects including visits to the High School.
152. The school provides good quality personal support and guidance through its PSE programme, which is taught across the curriculum. Circle time and 'Circle of Friends' are used to extent support to pupils. PSE in the school is supported by presentations by the Police Liaison Officer, the School nurse and representatives from other agencies.

153. Pupil's attendance, punctuality, behaviour and performance are carefully monitored. The school has good procedures and established links with the EWO where the non-attendance or behaviour of an individual pupil gives cause for concern.
154. The head teacher, in his half termly report, reports to the Governors on attendance figures and the Governing Body sets attendance targets. Attendance awards, to promote high attendance are given to pupils in the praise assemblies.
155. Regular health and safety inspections are undertaken of the school and its grounds. Health and safety audits are undertaken as are risk assessments for all activities and school trips. The head teacher reports on Health and Safety to the Governing Body in his half termly report.
156. The school has achieved the Healthy School Award Phase 3. The school runs a healthy breakfast club and a cookery club. School meals are provided by the LEA who ensures there are healthy meal choices. Nursery and KS 1 pupils have a fruit tuck shop and receive free milk. The fruit tuck shop operated for KS2 pupils is currently suspended as it was running at a loss.
157. The school were the national winners of the Active Kids Get Cooking Challenge in 2007. This was an outstanding achievement by the school. The competition is run in collaboration with Sainsburys and the Design & Technology Association and involved Jamie Oliver. Pupils have demonstrated their winning breakfast dish at the Royal Welsh Show and the Abergavenny Food Festival. The school will be entering the competition again this year.
158. The school has two trained first aiders and a number of staff who have undertaken basic first aid training. An accident book is kept in the medical room, in which there is recorded all the pupil's 'bumps and scrapes'. Accidents giving significant cause for concern are immediately reported to parents, whilst minor 'bumps and scrapes' are reported to parents as they collect their children at the end of the school day. More serious accidents are reported to the relevant authority. Accidents are reported termly to the Governing Body.
159. The head teacher is the designated Child Protection Officer and meets with Social Services and other agencies as required. All members of staff have received relevant training and are aware of correct procedures. All staff and volunteers at the school are CRB checked. The school has a Child Protection Policy.
160. The school ensures that it promotes race and gender equality, respects diversity and challenges stereotyping through its PSE programme. All pupils in the school have the opportunity to be involved in a range of school and extra curricular activities. This is a strength of the school.
161. The school has Equal Opportunities and a Race Equality Policies. The quality of provision for equal opportunities is good overall. The school takes good account of learners' social, educational, ethnic and linguistic background.

162. The school rightly considers harassment; bullying and bad behaviour serious matters and any instances are dealt with quickly and effectively. This is a strength of the school. The school's Behaviour policy is based on mutual respect and consideration for others. Staff constantly remind pupils through the PSE programme of the general expectation of tolerance towards all members of the school community.
163. Bullying and unacceptable behaviour are regularly addressed in assemblies, theatrical performances by Gwent Theatre Company, talks by the Community Police Officer, circle time, through PSE, in newsletters and letters to parents. Year 6 pupils receive training and provide peer support for pupils within the school.
164. The policy and procedures for dealing with bullying and unacceptable behaviour are clearly understood by pupils, staff, parents and carers and are successfully implemented.
165. The school is aware of the need to ensure that pupils with a disability are treated equally and ensures that they are not disadvantaged whilst in school. The school has a Disability Access Scheme and a Disability Discrimination Policy.
166. The provision for pupils with SEN is a strength. The school has revised its policies for SEN and inclusion and it takes much care in the early identification, assessment and monitoring of those who have learning and behavioural difficulties. IEPs are in place for them and parents are involved in formal review meetings regularly throughout the year; learners appreciate the opportunity to discuss their needs and realise that their opinions are valued. Parents are very satisfied with the provision.
167. There are currently no learners in the school with a medical condition, but the school has procedures in place to deal with any emergencies. If any learners with specific conditions are admitted, then the relevant training is sought, health care plans are established and outside help is requested.
168. Particular attention is given to learners who underachieve in basic skills and who need to be challenged to reach the next level. They are identified through the use of standardised tests and teacher assessment and subsequent strategies are put in place to cater for their needs. Information is kept in comprehensive class assessment files, which are reviewed with parents throughout the year. This is an outstanding feature.
169. There is an effective SENCO, who is provided with time each week to support and monitor SEN development. She keeps up to date with current trends and liaises regularly with parents, all members of staff and the governor responsible for SEN. There is also very well informed support staff. All staff have had basic training in SEN and the SENCO and support assistants have received specific staff development in autism and Asperger's syndrome. The SENCO has also attended training in multi-agency support for looked after children.

170. The school works in partnership with a range of relevant support agencies, including the LEA, social services, health professionals, the police and the school nurse, to provide the best care for its pupils.

Leadership and management

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

Grade 2: Good features and no important shortcomings

171. The findings of the inspection team match the Grade 2 judgement made by the school in its self-evaluation report.
172. Leadership provides successful direction through aims and values that are reflected well in the life and work of the school. Together with practical policies they provide a common purpose and ensure that the school does its best for all pupils. The overall quality of leadership shown by the headteacher, deputy headteacher and, staff with management responsibilities is very good.
173. The quality of management shown by the headteacher is outstanding. Together with the deputy headteacher their management and leadership is highly purposeful and gives a clear sense of direction to the schools` work. The deputy head teacher does very good work as the link between the senior management and the teaching team. The strategic direction provided by the governors in liaison with the Headteacher and deputy Headteacher is also outstanding.
174. The headteacher, deputy headteacher, Nursery leader and Key stage leaders constitute the senior management team. They are beginning to work closely together in leading the school forward. They need to focus more closely on school and subject self evaluation and the building of a robust self evaluation culture throughout all aspects of the school, but especially in learning, teaching and assessment. The work of subject leaders is developing. However, their work needs to be better co-ordinated in order to further improve learning and standards. This is why the grade for key question 5 differs with the grade outcomes in key question 1.
175. All staff work together as an effective team and, alongside governors, are committed to meeting the needs of pupils. Day-to-day managerial arrangements are firmly established, and well understood within the school. Regular staff, year group and age phase meetings establish good understanding and involvement of members of staff in school development.
176. The school takes appropriate account of national and local priorities. There is a clear focus on raising standards of performance through its participation in cluster school, LEA and Welsh Assembly Government initiatives.
177. The headteacher, governors and staff, both teaching and non-teaching, are committed to improving standards. In some areas, the views of pupils, notably members of the School Council, have been taken into account.

178. The well established performance management systems directly influence the continuing professional development of all teaching and support staff. Under the team leadership of the SMT arrangements to manage staff performance are effective and in lines with national guidelines. The professional development and training of teachers and support staff is very good and forms a key element of the SDP.
179. The GB is very supportive and involved in all aspects of school life. A number of governors have considerable experience and this is demonstrated in their commitment to the school and their ability to offer support to the headteacher in particular. All governors have been involved in receiving training from the local education authority.
180. The GB have received annual self evaluation reports from the headteacher and they offer a real sense of critical governance, being very ably led by a dedicated chairman who commits a lot of his time to supporting extra-curricular sporting activities and ensuring that governors are active in the life of the school.
181. There are appropriate GB sub- committees with terms of reference. Members are kept well-informed about the progress and life of the school by comprehensive reporting from teachers and the Headteacher. All GB members have attended staff training and make an input where they have areas of expertise. Overall, their collective contribution is outstanding.

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

Grade 2: Good features and no important shortcomings

182. The findings of the inspection team match the Grade 2 judgement made by the school in its self-evaluation report.
183. The Headteacher, governors and all staff are committed to improving quality and standards. The senior management team is beginning to monitor school performance and plan school development against agreed priorities. The school is beginning to effectively foster a culture of self-evaluation.
184. All staff are involved at all levels in the self-evaluation processes and their views are valued. Detailed evaluations of subjects and purposeful action plans are not fully embedded in the self-evaluation process.
185. Teachers and the senior management team use the information they have about pupils' progress well to predict future targets for pupils to achieve.
186. The views of governors, pupils and parents have been carefully considered and the governors offer a critical governance that helps sustain and improve quality and standards.
187. The school's self-evaluation report is generally of a good quality. The judgements made are clear, honest and evidence based. Both the strengths of the school

and the areas for improvement are identified clearly in the report. It is linked to the SDP and to the school's performance management procedures.

188. Judgements in the school's self-evaluation report agreed with the inspectors' findings in all of the seven key questions.
189. The quality of teaching is better than in 2003. Then, teaching was judged to be good or better in 96% in all lessons. Now, 100 percent of teaching is judged to be good or better.
190. Recent initiatives have begun the process of developing the roles of four TLR posts and all subject co-ordinators and in strengthening their contributions to how the school is led and managed.
191. Since the last inspection in the autumn term 2003, the school has made good progress. It has responded positively to the key issues identified in the 2003 inspection report. However, whilst pupils' bilingual skills have improved they still need further support.

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

Grade 2: Good features and no important shortcomings

192. The findings of the inspection team match the Grade 2 judgement made by the school in its self-evaluation report. This grade does not match the grade for key question 1 because the work of curriculum leaders needs refinement and guidance to impact further on standards.
193. The school is appropriately staffed with suitably qualified teachers who provide a wide range of subject expertise, experience and skills, which are readily shared throughout the school. Support staff contribute highly effectively to the overall learning and teaching throughout the school. Their overall contribution is outstanding. Together they help to make the school a very happy environment.
194. Training opportunities and visits ensure that teachers and teaching assistants' needs and school priorities are met. This improves their expertise in different curricular areas and has a positive impact on standards. In addition, whole school training addresses priorities indicated in the SDP.
195. The school clerk, caretaker, catering staff, cleaners and lunchtime supervisors are very much part of the school team and carry out their duties highly efficiently and effectively. The building is in very good order and kept extremely clean.
196. All members of staff have job descriptions and are appropriately developed through performance management. Induction of new staff is effectively provided by experienced members of staff. Arrangements for teachers' Planning, Preparation and Assessment (PPA) time are well managed.
197. The internal and external accommodation provides a very good setting for teaching. Classrooms are of a good size and attention is paid to pupils' learning

and daily needs. Throughout the school the many displays in classrooms and shared areas celebrate pupils' achievements and provide a colourful and stimulating learning environment. The quality and quantity of resources for learning for the teaching of the foundation phase are very good. The outdoor area is carefully developed and provides a very good outdoor play area for them.

198. The school has a good range of appropriate resources that match the requirements of the curriculum and are accessible to all pupils. All classes have well used Interactive whiteboards that are accessed by both learners and teachers. The provision of library books is adequate with a varied stock of group and individual reading books that cover an appropriate range of subjects and provide for the needs of the pupils.
199. The school has a mobile computer suite and classrooms have computers that contribute to improving the quality and standards of learning. New materials are purchased according to priorities on the SDP.
200. The school has also made good use of funding allocated for the development of the Foundation Phase to ensure a good ratio of adults to children in both Nursery and reception.
201. Learners are well supported in Welsh lessons by the PPA teacher on a weekly basis, also by the athrawes bro who attends the school monthly.
202. Highly effective and efficient use is made of resources around the school. Pupils respect the equipment and also make good use of available off-site facilities, for example, the local area to support the curriculum and enhance their learning experiences.
203. The school uses and deploys its teaching staff and Teaching Assistants very well.
204. The head teacher and the GB carefully monitor spending and saving money in a variety of ways. This is accounted for accurately.
205. All school initiatives are carefully managed so that the school achieves good value for money.

School's response to the inspection

The school has received and noted the inspection report. The inspection findings recognise that we have improved the high standards since our last inspection. We are delighted that the inspectors recognise that our school successfully fulfils its vision to nurture confidence in our children. We are also pleased that the inspectors found that the sustained standards in pupils' results in national assessments are outstanding. They noted that almost without exception, behaviour is good and that our children are well motivated, enthusiastic and enjoy learning. In addition, the care and support we provide for our children that underpins our curricular provision are recognised as an outstanding feature of the school. The skill and dedication of teachers, together with the care, talent and support of our classroom assistants, secretaries and caretaker, are duly acknowledged. Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the report confirms the strength we have in community developments and recognises that we are achieving our aim to make our school a happy and secure place in which our children are able to grow in confidence and independence.

An action plan will be put in place to address the recommendations in the report. These include, to promote learners' bilingual skills via increased access to bilingual teaching; to develop further, key skills of pupils across the curriculum; to develop further, the leadership and management roles of the school management team and the curriculum leaders; to extend self evaluation using the school's peer observation framework; to continue to develop assessment for learning procedures and give particular reference to pupil participation in the process.

We had already identified these in our School Improvement Plan and are therefore very confident that we have school procedures to address these. As such, the staff and governors will address the recommendations in line with the timescales set by the school. Pleasingly, the inspectors identified many elements and procedures in the school that will help us address any shortcomings by sharing good practice more widely. 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 identify the progress we have made on these recommendations. The school will produce action plans to address the issues noted by the inspectors and we will strive, as always, to provide the very best education for the learners in our care.

Appendix 1

Basic information about the school

Name of school	Undy Community Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Pennyfarthing Lane, Undy Caldicot, Monmouthshire
Postcode	NP26 3LZ
Telephone number	01633 880021

Headteacher	Mr. Mark Gunn
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mr. Tom Wall
Registered inspector	Peter John Treadwell
Dates of inspection	14 – 17 September 2009

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	38	49	40	49	40	49	40	58	363

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	4	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	13:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	92.3	93.6	95.5
Spring 2008	87.0	93.2	94.3
Summer 2008	90.9	90.9	93.7

Percentage of pupils entitled to free school meals	3
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		44		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	8	67	25
		National	0.3	3.3	14	62	19
En: reading	Teacher Assessment	School	0	0	10	63	27
		National	0.3	4	15	55	25
En: writing	Teacher Assessment	School	0	0	6	79	15
		National	0.3	5	16	67	11
En: speaking and listening	Teacher Assessment	School	0	0	8	52	40
		National	0.3	2	10	63	23
Mathematics	Teacher Assessment	School	0	0	8	52	40
		National	0.3	2	11	65	22
Science	Teacher Assessment	School	0	0	0	54	46
		National	0.3	1.4	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	92	In Wales	80
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		41				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	7	61	32
		National	0.4	0.4	0.6	3.6	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	10	53	37
		National	0.4	0.4	0.5	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	56	44
		National	0.4	0.4	0.4	2	12	54	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment

In the school	87	In Wales	74
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D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of twelve inspector days in the school. Also on the team was a nominee, who was the headteacher.

The inspection team visited:

- twenty-two lessons or part-lessons;
- all classes equally;
- two whole school assemblies involving one act of collective worship; and
- one Year group assembly [Y6].

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- one hundred and thirty three responses to the parents'/carers' questionnaire; 90% of respondents agreed or strongly agreed with the work of the school;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter John Treadwell Registered inspector	Context Summary Key Question 1 Key Question 2 Key Question 4b Appendices
Mr Brian Warrilow Team inspector	Key Question 3 Key Question 5
Mrs Meinir Howells Team Inspector	Key Question 6 Key Question 7
Mr Reg Cawthorne Lay inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr. Mark Gunn Headteacher and nominee	Nominee

Acknowledgement

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

Contractor:

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