

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

A Report on the Quality of Education in

**Woodlands Community Primary School
Thornhill Road
Upper Cwmbran
Cwmbran
Torfaen
NP44 5UA**

School Number: 6782319

Date of Inspection: 21 January 2008

by

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Woodlands Community 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 Woodlands Community Primary School took place between 21/01/08 and 24/01/08. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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. Woodlands Community Primary opened in September 2006 as a result of the amalgamation of Woodlands Nursery and Infants School with Woodlands Junior School. There are 297 pupils on roll.
2. The area is designated as a 'Community First Area': the average age of the population is low; the number of lone parents is higher than average; and the percentage of home owners is lower than average. An Integrated Children's Centre has been built adjacent to the school and provides support for parents and pre-school children.
3. The pupils who attend Woodlands Community Primary School come mainly from the immediate area of Thornhill, and the majority of these live on the local housing estate surrounding the school. Thirty per cent of pupils take free school meals, and this is the lowest recorded figure for several years. However, this is above both the national and local averages. Currently, 24 per cent of the pupils are on the Special Educational Needs register and this figure is above the national average; seven of these pupils have statements. Seven pupils are 'looked after' by the local authority. There are no pupils who receive support teaching in English as an additional language. No pupils come from homes where Welsh is the first spoken language.
4. The school receives pupils with a wide range of abilities. Assessments indicate that attainments on entry to the nursery are considerably lower than average. There are also significant mobility factors: of the pupils in the current year 6 class, 19 per cent were not in the year 2 class of the previous infant school; and of those in the current year 2 class, 17 per cent were not in the Woodlands Community school nursery class.
5. The head teacher and deputy head were appointed in April and June 2006 respectively. The post of deputy head teacher has since become vacant and is currently filled by a teacher seconded from a neighbouring school. As a result of the amalgamation, there were a number of staff changes; four members of staff took early retirement and two teachers sought employment elsewhere because their contracts had come to an end. During the inspection, one member of staff was on maternity leave.
6. This is the new, amalgamated school's first Estyn inspection.

The school's priorities and targets

7. The school's current priorities are:

- to continue to improve standards in order to ensure that pupils achieve their full potential regardless of social or gender issues;
- to continue to develop leadership and management throughout the school;
- to ensure that the quality of teaching is of the highest level in all subjects;
- to ensure that teaching styles are adapted to address individual needs; and
- to develop the curriculum so that effective links are made with the community, including local businesses.

Summary

8. Woodlands Community Primary School is a good and rapidly improving school that has the potential to maintain and improve on the significant progress it has made in the last year. The head teacher's leadership is an outstanding feature. Members of staff at the school have made significant contributions to recent developments.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	86%	9%	0%	0%

10. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target for Wales which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of lessons.

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

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

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

12. Baseline assessments indicate that children enter the school with attainment and skills that are well below average. However, they make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 1
Information technology	Grade 1	Grade 1
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

13. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding.
14. Children under five make good progress with no important shortcomings in the key skills of listening, speaking, early reading, writing and in bilingual competence. Their progress in numeracy, problem-solving and creative skills is also good with no important shortcomings. In information and communications technology and in personal and social education skills they make outstanding progress.
15. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing, and in numeracy, problem-solving and creative skills. Their progress in information and communications technology and in personal and social education skills is outstanding. In key stage 1, pupils make good progress in developing their bilingual skills. However, in key stage 2 the development of their bilingual skills has good features that outweigh shortcomings.
16. In key stage 1 in 2007, the results of the teacher assessments in English and science were below national and local averages, while those in mathematics were above average. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also below local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English were below average, those in mathematics were well above average while those in science and in the core subject indicator were above average. Girls outperformed boys in English, mathematics and science. The 2007 results were adversely affected by the number of pupils with special educational needs in the year 2 group; over a third of the pupils were on the special educational needs register.

17. In key stage 2 in 2007, the results in English, mathematics and science were below both national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also below national and local averages. When the 2007 results are compared with similar schools, results in English, mathematics and in the core subject indicator are above average while those in science are below average. However, at least 52 per cent of those who sat the assessments in science achieved the higher level 5. Inspection evidence shows that over 40 per cent of the pupils who sat the assessments in 2007 were on the special educational needs register. The evidence also shows clearly that there has been a marked improvement in performance in 2007. Girls outperformed boys in English, while boys did far better than girls in mathematics and science.
18. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
19. The progress that learners make in their personal, spiritual, moral, social and wider development is outstanding. Pupils are extremely well behaved throughout the school day and inspection evidence shows that their behaviour has improved remarkably over the last year.
20. Pupils, whatever their ability or background, take an active part in school life and their attitudes to equal opportunity issues are positive and constructive.
21. Attendance figures overall have good features that outweigh shortcomings. Whole-school attendance for the last three terms prior to the inspection averages 91.13 per cent and this is marginally below the national and local averages for primary schools in Wales, but just about the same as the average for similar schools.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	74%	8%	0%	0%

23. The figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.
24. Examples of outstanding teaching include: teachers adopting innovative and stimulating strategies to capture pupils' interest; and teachers establishing exemplary relationships with pupils.
25. In lessons where teaching was judged to be good with no important shortcomings, the good features include: consistent, firm and fair behaviour

management; tasks that are interesting and challenging; and teachers establishing effective partnerships with teaching assistants and other adults.

26. In the small number of lessons where there are some shortcomings: the teaching does not move at a brisk pace; there is often a lack of challenge in the tasks provided; and teachers do not promote pupils' bilingual skills well enough.
27. Overall, the quality of assessment, recording and reporting has good features that outweigh shortcomings. Assessment systems in English, mathematics and science provide useful information about pupils' achievements. In the core subjects and information technology there are effective moderated portfolios of work to demonstrate pupils' achievements, but the school has yet to extend this good practice across all the foundation subjects.
28. The school has good systems for tracking individual progress in the core subjects and in information technology, but there are less formal systems in other subjects. As yet, pupils are not fully involved in planning their own progress and development.
29. Reports to parents are produced twice in the school year. They are informative and provide parents with a detailed picture of their children's progress.
30. The school has good arrangements to meet the needs and abilities of the range of pupils. The curriculum is broad and balanced and there are well-planned activities that fully meet statutory requirements and pupils' aspirations. Provision for the development of pupils' spiritual, moral, social and cultural development is outstanding.
31. Good features outweigh shortcomings in relation to the school's promotion of education for sustainable development and there is scope for further development in this area.
32. There are good efforts to ensure that pupils develop an appreciation of Welsh culture and heritage through the *Cwricwlwm Cymreig*. However, overall the promotion of pupils' bilingual skills has good features that outweigh shortcomings.
33. The quality of care, guidance and support is good. Pastoral care is given a high priority and pupils say that they feel very safe and secure in school. Relationships between staff, parents, members of the local community and pupils are strong and constructive.
34. There are clear, well-documented procedures to ensure pupils' health, well-being and safety while in the school's care. The school actively encourages pupils to develop a healthy lifestyle.
35. The provision for learners with additional educational needs is good. The provision for special educational needs fully meets the requirements of the

Code of Practice for Wales. Members of staff work closely together to ensure that educational and language programmes closely match the individual needs of pupils.

36. Inspection evidence shows that pupils' behaviour has improved remarkably over the last year and is now outstanding as a result of the application of clear policies and very effective strategies. There is a strong ethos of mutual respect and understanding, which is consistently applied across the school.
37. The quality of the provision for equal opportunities is good and a high priority is given to the inclusion of all pupils.

Leadership and management

38. The quality of the head teacher's leadership is an outstanding feature and she has very successfully led the school through a period of change. Her management is inclusive, sensitive, innovative and dedicated. She retains the respect and loyalty of governors, staff and pupils alike and she has succeeded in creating a team spirit, which is reflected in the excellent behaviour of pupils. There is an effective senior management team, which conscientiously carries leadership responsibilities.
39. The overall quality of subject co-ordination is good. Subject co-ordinators have been closely involved in policy-making decisions and they successfully monitor and evaluate teaching in their areas of responsibility.
40. The school shows a strong commitment to developing the expertise of both teaching and support staff. Performance management procedures are exceptionally well established, very inclusive and successfully promote teachers' continuing professional development. This is an outstanding feature of the school.
41. The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff in order to set strategic direction for the school. The governing body fully meets statutory requirements.
42. The school's self-evaluation report, which was prepared before the inspection, clearly addresses each of the seven key questions of the Estyn framework and provides a concise summary of the school's strengths and areas for development. The inspection team matched the judgements of the school in the seven key questions.
43. The head teacher, members of staff and governors are very committed to further school improvement and they display commendable determination to achieve high standards in all aspects of school life. A culture of self-evaluation is firmly embedded in the school and the cycle of school improvement is well established.

44. The school is appropriately staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are effectively managed and deployed to enhance teaching and learning.
45. The school administrators carry out the daily routines effectively and efficiently. The canteen staff, midday supervisors, cleaner and caretaker all make significant contributions to the efficiency of the school and to the sense of community.
46. Learning resources are of good quality and readily accessible to staff and pupils. Good features outweigh shortcomings in relation to the accommodation. Although the caretaker makes every effort to maintain the buildings and effective use is made of all available facilities and space, shortcomings in the accommodation include: a leaking roof; some classrooms that are in need of redecoration; several classrooms that are small and cramped; two faulty heating pumps; and many external doors and windows that are in need of repair.
47. The school makes efficient and effective use of available finances. The school provides good value for money.

Recommendations

48. In order to build on recent developments, the school should:
- R1 improve provision and raise standards in Welsh second language and Welsh communication skills in key stage 2;
 - R2 raise standards in religious education in key stage 2;
 - R3 continue to develop systems for assessment, recording and reporting; and
 - R4 improve provision for the promotion of sustainable development.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	86%	9%	0%	0%

51. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target for Wales which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of lessons.

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

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

52. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
53. Baseline assessments indicate that children enter the school with attainment and skills that are well below average. However, they make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 1
Information technology	Grade 1	Grade 1
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2

Art	Grade 2	Grade 2
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

54. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Assessment records, an examination of pupils' work and review of ongoing programmes indicate that pupils with additional learning needs, including those with special educational needs, make good progress and achieve well over time.
55. Children under five make good progress with no important shortcomings in the key skills of listening, speaking, early reading, writing and in bilingual competence. Their progress in numeracy, problem-solving and creative skills is also good with no important shortcomings. In information and communications technology and in personal and social education skills they make outstanding progress.
56. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing, and in numeracy, problem-solving and creative skills. Their progress in information and communications technology and in personal and social education skills is outstanding. Across the school, pupils display outstanding skills in using information and communications technology to research, develop and present their work in other subjects. In key stage 1, pupils make good progress in developing their bilingual skills. However, in key stage 2 the development of their bilingual skills has good features that outweigh shortcomings.
57. In key stage 1 in 2007, the results of the teacher assessments in English and science were below national and local averages, while those in mathematics were above average. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also below local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English were below average, those in mathematics were well above average while those in science and in the core subject indicator were above average. Girls outperformed boys in English, mathematics and science. The 2007 results were adversely affected by the number of pupils with special educational needs in the year 2 group; over a third of the pupils were on the special educational needs register.
58. In key stage 2 in 2007, the results in English, mathematics and science were below both national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also below national and local averages. When the 2007 results are compared with similar schools, results in English, mathematics and in the core subject indicator are above average while those in science are below average. However, at least 52 per cent of those who sat

the assessments in science achieved the higher level 5. Inspection evidence shows that over 40 per cent of the pupils who sat the assessments in 2007 were on the special educational needs register. The evidence also shows clearly that there has been a marked improvement in performance in 2007. Girls outperformed boys in English, while boys did far better than girls in mathematics and science.

59. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The vast majority work diligently in lessons, they are keen to join in the activities prepared for them and are enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
60. The progress that learners make in their personal, spiritual, moral, social and wider development is outstanding. Pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are very enthusiastic to broaden and develop their own understanding of moral and social issues and they demonstrate exemplary levels of tolerance, honesty and respect.
61. Pupils are extremely well behaved throughout the school day and inspection evidence shows that their behaviour has improved remarkably over the last year. They are friendly, polite and courteous and they relate very well to each other and to adults. They move sensibly in and around the school. Older pupils, in particular, demonstrate qualities of mature citizenship within the school community and reflect pride in their personal successes and those of the school in general.
62. Pupils, whatever their ability or background, take an active part in school life and their attitudes to equal opportunity issues are positive and constructive. Boys and girls work and play well together and do not display any stereotypical attitudes. Pupils demonstrate positive attitudes of fairness and respect for different cultural traditions and the diverse beliefs, attitudes and values of the wider community.
63. Learners prepare well for participation in the workplace and the community. They raise funds for local and national causes and they visit many different places; this ensures that they have a good understanding of community-related and global issues. In lessons pupils discuss different occupations and the ways in which people look after and care for their community. They take part in many community activities and initiatives, such as the Wormhole project, One World Week and school field projects.
64. Attendance figures overall have good features that outweigh shortcomings. Whole-school attendance for the last three terms prior to the inspection averages 91.13 per cent and this is marginally below the national and local averages for primary schools in Wales, but just about the same as the average for similar schools.

65. Almost all pupils arrive on time at the start of the school day. Registration is completed promptly at the beginning of the morning and afternoon sessions. A number of parents take their children on holiday during term time and this causes pupils to miss important learning time. Although the school does not condone this practice, holidays taken in term time and illnesses are the main causes of absences. There are no significant or unexplained variations in attendance levels across the school or throughout the year. There were five temporary exclusions during the last year.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	74%	8%	0%	0%

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

69. The figures also compare well with the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.

70. Examples of outstanding teaching include:

- very effective use of the interactive whiteboard to enhance pupils' learning experiences;
- teachers adopting innovative and stimulating strategies to capture pupils' interest and imagination; and
- teachers establishing exemplary relationships with their pupils.

71. In lessons where teaching was judged to be good with no important shortcomings, the good features include:

- clear and purposeful presentation of aims and lesson objectives which are shared well with pupils;
- consistent, firm and fair behaviour management;
- tasks that are interesting and challenging;
- teachers having good subject knowledge and understanding of recent developments in their various fields;
- learning experiences which are well planned and structured to meet pupils' individual needs; and
- teachers establishing effective partnerships with teaching assistants and other adults.

72. In the small number of lessons where there are some shortcomings:

- lessons do not move at a brisk pace;
- teaching does not consistently promote pupils' bilingual skills well enough; and
- there is a lack of challenge in the tasks provided.

73. The quality of assessment, recording and reporting has good features that outweigh shortcomings. On entry to the school children in both nursery and reception classes are assessed carefully through standardised tests and ongoing daily observations.
74. Assessment systems in English, mathematics and science provide useful information about pupils' achievements. Different groups of pupils are clearly identified and tracked, including those with additional learning needs and those from ethnic minority groups. However, there are less formal systems for tracking pupils' progress in most of the foundation subjects.
75. Overall day-to-day marking is good. Marking is particularly effective where teachers indicate clearly what individual pupils need to do to improve. Pupils are beginning to evaluate their own work and that of others. However, they do not fully understand the purpose of assessment and are not yet involved effectively in planning their own progress and development.
76. In the core subjects and information technology teachers have developed useful moderated portfolios of work, but the school has yet to extend this good practice across all the foundation subjects. The school is actively involved in various arrangements to strengthen teacher assessment at key stage 2.
77. Reports to parents are produced twice in the school year. They provide parents with a detailed picture of their child's academic progress, personal and social skills and attitudes to learning. They indicate clearly to parents what their child needs to do to improve further. Currently, the reports do not provide parents with the opportunity to make a written response.

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

78. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
79. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children in the early years benefit from the good start they get to their school life and are well prepared for the new Foundation Phase.
80. The school has good arrangements to meet the needs and abilities of the range of pupils. The curriculum is broad and balanced and there are well-planned activities that fully meet statutory requirements and pupils' aspirations. The school is very good at meeting the needs of pupils who have serious physical and other difficulties and ensuring that these have full access to all the activities that it provides.

81. Staff have worked hard as a team to produce schemes of work that are of good quality. New policies, practices and procedures have been agreed and adopted to provide progression and continuity across the newly formed school, ensuring that pupils are interested and motivated by the rich experiences they encounter. This is particularly important for the majority of pupils who enter the nursery with limited knowledge and understanding of the world outside their immediate environment.
82. Pupils' basic and key skills are promoted well and teachers work systematically to incorporate these into their planning. Pupils' problem-solving, numeracy and investigative skills are also promoted well across the curriculum. The school has recently been awarded the Basic Skills Quality Award in recognition of its work in this field.
83. The school broadens and enriches learners' experiences through a wide range of day and residential visits. Older pupils are encouraged to work with visitors to the school, such as volunteers who help with reading, poets, artists, storytellers and representatives of the public services. Members of staff and local 'Play Rangers' also make significant contributions to the extensive range of sporting, musical and other school clubs, which are well attended and open to all.
84. The provision for Personal and Social Education is a well-established part of the curriculum. The school follows national guidelines well; it successfully promotes healthy lifestyles and gives good attention to sex and relationships education, substance misuse and personal safety.
85. Provision for the development of pupils' spiritual, moral, social and cultural development is outstanding. Pupils are helped to become mature and considerate by thinking deeply and reflecting on issues that affect their own and other people's lives. They are very effectively encouraged to distinguish right from wrong, to manage their anger and, through charitable work, to support those who are less fortunate than themselves. Pupils are actively encouraged to take responsibility for their actions, to play a significant role in improving the school and to share in the decision-making process.
86. The promotion of pupils' cultural experiences is exemplary. Through projects such as 'One World Week' pupils learn about the cultures, foods, clothes, work, traditions and cultures of the wider world, and this helps them to become responsible global citizens.
87. The school is an integral part of the community and effective links are promoted with parents. Many parents enthusiastically support school events and the school/parent association raises substantial funds for the school. The school has established successful partnerships with various interested parties. There are good links with other schools in the cluster group and with the feeder secondary school. The partnership with a local college is also well established and trainee teachers are often placed at the school and mentored by members of staff.

88. Woodlands Primary is an inclusive school where all pupils are treated equally and have full access to the curriculum and all the activities that the school provides. This is because the school rigorously promotes equality of opportunity for all and celebrates the achievements of pupils in every aspect of school life. Incidents of stereotyping are immediately challenged and this has helped the school to successfully address, for example, issues relating to boys' achievement.
89. Good features outweigh shortcomings in relation to the school's promotion of education for sustainable development and there is scope for further improvement in this area. The Eco-committee and older pupils enthusiastically help tackle the development of an adjoining woodland and wetland area, which is now used as a powerful tool for learning; and this enhances pupils' knowledge and understanding of environmental care.
90. Visitors to the school and visits to places of educational interest provide good opportunities to broaden and enrich pupils' knowledge and understanding of work-related education. At present, however, the school has few links or partnerships with local industry or businesses and no members of staff have recently undertaken industrial placements. The school has identified this as an area for development.
91. There are good efforts to ensure that pupils develop an appreciation of Welsh culture and heritage through the *Cwricwlwm Cymreig*. Experiences in subjects such as history and geography, in particular, ensure that pupils develop a good awareness of Wales in current times and in the past. However, the promotion of pupils' bilingual skills in key stage 2 has good features that outweigh shortcomings.
92. The development of pupils' entrepreneurial skills is promoted well through various practical and curricular activities. From the early years onwards, pupils are encouraged to participate in role-play and to understand coinage and the concept of value. Older pupils, in particular, are given many opportunities to assist in the running of various schemes and projects.
93. The breadth and quality of the curriculum, extra-curricular opportunities and work-related education ensure that the learning experiences reflect national priorities and lay the foundations for lifelong learning and community regeneration.

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

Grade 2: Good features and no important shortcomings

94. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
95. The quality of care, guidance and support is good. Pastoral care is given a high priority and pupils say that they feel very safe and secure in school.

Through the personal and social education curriculum, the school provides good quality support and guidance for pupils. Teachers and teaching assistants have strong relationships with the pupils and are fully aware of individual needs. Support services are called upon, when required, to help those who need specialist care. In particular, actions taken by the school to improve the behaviour of pupils in the last year or so have proved to be very successful.

96. Induction arrangements for pupils entering school are effective and ensure that pupils settle quickly and successfully into their new environment. Pupils who join at a later stage are welcomed and quickly settle into the school routines. Transition arrangements for year 6 pupils transferring to the secondary school are well established.
97. Overall, relationships between staff, parents, members of the local community and pupils are strong and constructive. The school welcomes parents at any time and parents are invited to attend two pre-determined and one 'by request' parents' meetings in the year to discuss their child's progress. Newsletters, which are issued every half term to parents, inform them of school activities and pupils' achievements. Parents confirm that they are well informed about the school. The school has a good home-school agreement for its pupils, but it has been signed by less than 15 per cent of parents. Parents' views are gathered on a range of topics, for example, on healthy eating, the mission statement and bullying. The weekly nursery lending library is also run by parental volunteers.
98. Pupils have access to an effective personal and social education programme, which contributes significantly to the quality of support and guidance offered. 'Circle time' anger management groups and social skills training for specific pupils in both key stages are having a very positive impact on pupils' emotional, personal and social development. The quality of provision is further enhanced by the appointment of designated members of staff as pastoral carers and by the support of local specialist multi-disciplinary agencies. These provide excellent support and guidance for individual pupils and their families. This is an outstanding feature of the school's provision.
99. Pupils' attendance, punctuality, behaviour and performance are carefully monitored. There are good links with the Educational Welfare Officer should non-attendance, punctuality or behaviour of an individual pupil give cause for concern. Parents are frequently advised that their children should attend school regularly.
100. There are clear, well-documented procedures to ensure pupils' well-being and safety while in the school's care. The school regularly undertakes risk assessments and audits to ensure that the school complies with health and safety requirements. Staff are trained in first aid and there are good procedures in place to meet the needs of pupils who are unwell or who have an accident. Adults in the school are well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and

emergencies. Fire drills, alarm system checks and training in emergency procedures are rigorously undertaken.

101. The school actively encourages pupils to develop a healthy lifestyle and to take healthy snacks of fruit at break-times. The school is involved in the county Healthy Schools' initiatives and provides many activities to promote healthy living. Healthy options are always available in the canteen and the daily tuck shop. The school provides a thriving breakfast club and there is a wide range of after-school clubs that successfully promote exercise.
102. There is an effective policy and good procedures for child protection with the head teacher acting as the nominated person. Teachers and support staff are fully aware of their responsibilities and undertake regular training. There is a named link governor.
103. Overall, the provision for learners with additional educational needs is good. The provision for special educational needs fully meets the requirements of the Code of Practice for Wales and is well managed by the special educational needs' co-ordinator. The school has established effective early identification procedures and applies successful strategies to ensure that all pupils with special needs have full access to the curriculum. Good assessment procedures and careful monitoring of individual needs contribute significantly to raising pupil achievement. The special needs' co-ordinator is a caring and experienced member of staff who has a good understanding of pupils' needs.
104. The special needs' co-ordinator, classroom teachers and teaching assistants work closely together to ensure that educational and language programmes closely match the individual needs of pupils. Parents and pupils have regular opportunities to contribute to the discussions and planning.
105. Pupils receive effective support from a range of trained and committed external professionals, such as the educational psychologist, speech and language therapists, and physiotherapists. Additional support is also provided by the social and health services. An ethos of inclusion, which permeates the school, enables those pupils with more obvious physical and emotional difficulties to fit seamlessly into the daily life of the school.
106. Inspection evidence shows that pupils' behaviour has improved remarkably over the last year and is now outstanding as a result of the application of very clear policies and very effective strategies. There is a strong ethos of mutual respect and understanding, which is consistently applied across the school.
107. The school considers that harassment, bullying and any forms of oppressive behaviour or racial discrimination are serious matters and these are dealt with quickly and effectively. A very effective reward and sanction system, a clear framework of guidance and outstanding levels of support from members of staff and pupils themselves have contributed significantly to the improvement in pupils' behaviour.

108. The small number of pupils who have received short-term exclusions, or who are at risk of exclusion, are very well supported and provided with many opportunities to develop self-esteem and self-worth. The school has successfully integrated several pupils who have found it difficult to attend other local schools.
109. The school council is well established and effective. Pupil councillors are enthusiastically encouraged to communicate their ideas and findings to the school community. The school council, for example, has looked at the issue of bullying during an anti-bullying week and effectively run a campaign to tackle the very few instances that may arise occasionally.
110. The quality of the provision for equal opportunities is good and a high priority is given to the inclusion of all pupils. All relevant policies and documentation relating to gender, race, bullying and disability are in place and the inclusive ethos of the school successfully reflects its policies.
111. The school effectively promotes gender equality and challenges stereotypes in pupils' choices and expectations throughout the wider curriculum. It ensures that all pupils have equal opportunities to participate in all the school's activities including, for example, residential visits and the wide range of extra-curricular clubs.
112. The school promotes pupils' understanding of diversity and race relations well. There are suitable race equality and multi-cultural policies and action plans.
113. The school's disability equality scheme and action plan are well implemented and every effort is made to ensure that disabled pupils are treated equally and do not suffer from less favourable treatment. The accommodation arrangements allow 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.

Leadership and management

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
115. The quality of the head teacher's leadership is an outstanding feature. She has very successfully led the school through a period of change. Her management is inclusive, sensitive, innovative and dedicated. She retains the respect and loyalty of governors, staff and pupils alike and she has succeeded in creating a team spirit, which is reflected in the excellent behaviour of the pupils.
116. Since the amalgamation, several objectives and targets have been correctly identified in order to ensure the future improvement of the school. All members of staff and volunteers are fully aware of the principles and priorities. The head teacher is very clear about how the school needs to continue to develop. There is an effective senior management team, which meets regularly and conscientiously carries leadership responsibilities.
117. The overall quality of subject co-ordination is good. Subject co-ordinators have been closely involved in policy-making decisions and have designed and implemented good schemes of work. Co-ordinators also successfully monitor and evaluate teaching in their areas of responsibility.
118. The school takes good account of local and national priorities. For example, it works hard to promote and improve literacy and numeracy standards and to ensure that pupils have very good information and communications technology skills. The head teacher, school staff and governing body have collaborated effectively to establish the new school firmly in the community.
119. All pupils are given challenging, but realistic, targets for attainment at the end of key stages 1 and 2 based on their individual capabilities. Most achieve these targets. Other goals for development are clearly identified in the school improvement plan, which is an on-going, working document.
120. The school shows a strong commitment to developing the expertise of both teaching and support staff. Performance management procedures are exceptionally well established, very inclusive and successfully promote teachers' continuing professional development. This is an outstanding feature of the school.
121. The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff in order to set strategic direction for the school. They undertake their monitoring responsibilities well through purposeful visits

and various committees. They are well informed about standards and play a supportive role in the development of the school. The governing body fully meets statutory requirements.

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

Grade 2: Good features and no important shortcomings

122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
123. The school's self-evaluation report, which was prepared before the inspection, addresses each of the seven key questions of the Estyn inspection framework and provides a clear summary of the school's priorities, strengths and areas for development. The self-evaluation report, which is based on a range of supporting evidence, provides relevant information and detailed analysis of all aspects of school life. The inspection team matched the judgements of the school in the seven key questions
124. The head teacher, members of staff and governors are very committed to further school improvement and they display commendable determination to achieve high standards in all aspects of school life. A culture of self-evaluation is firmly embedded in the school and the cycle of school improvement is well established. Self-evaluation and the drive for continuous improvements are strong features of the school, particularly in relation to forming secure judgements about standards and the quality of learning and teaching.
125. All members of staff are involved in the process of school review and in identifying whole-school priorities as set out in the School Improvement Plan. The monitoring role of the head teacher and senior management team is well established. They are a dynamic team and they focus sharply on school improvement, ensuring that relevant actions are taken to support progress and raise standards. All subject leaders are required to carry out reviews of their subjects and to produce action plans, which are monitored and evaluated as part of the termly monitoring cycle. All subject leaders monitor teaching and learning and, as a result, the head teacher and senior managers have a very accurate picture of the strengths and areas for improvement in the school.
126. The school carefully analyses relevant data, including teacher assessments and the results of standardised tests. The governing body is kept well informed about standards and they receive regular reports from the head teacher. Governors are provided with detailed information so that they can compare the school's performance with other schools nationally and with similar schools.
127. The views of pupils, parents and other interested parties are actively sought and they are fully taken into account in school planning. Pupils confirm that

they are listened to carefully and that there have been improvements as a result.

128. The school's detailed plans for improvement and focused priorities are set out in the School Improvement Plan, which is a useful working document with specific and measurable success criteria. The school improvement cycle is very closely linked to the self-evaluation process. The school can show that there have been measurable improvements in many areas since amalgamation in September 2006.

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

Grade 2: Good features and no important shortcomings

129. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
130. The school is appropriately staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are effectively managed and deployed to enhance teaching and learning.
131. The school uses its resources for workforce remodelling well. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The management of this has had a positive effect on subjects and, in particular, on the development of music and physical education.
132. Staff are well trained and take part in relevant and appropriate professional development. Teachers undertake relevant in-service courses to improve their knowledge and understanding of the curriculum. Training is appropriately linked to areas of school development and performance management. Teaching assistants have benefited from accredited courses of various kinds. Teachers and classroom support assistants work together effectively as a team to provide a good quality education.
133. The school administrators carry out the daily routines effectively and efficiently. The canteen staff, midday supervisors, cleaner and caretaker all make significant contributions to the efficiency of the school and to the sense of community.
134. Learning resources are of good quality and readily accessible to staff and pupils. Recent acquisitions are in line with school priorities and suited to the age, ability and educational needs of pupils. Displays in classrooms and corridors are used effectively as teaching resources. Good use is made of human resources from outside the school, for example, in the teaching of rugby skills and in the further development of information and communications technology, art and design skills.

135. The school has a well-equipped computer suite, a transportable suite of wireless laptops and every classroom has an interactive whiteboard. These investments have had a positive impact on pupils' learning and successfully raised standards across the subjects generally.
136. Good features outweigh shortcomings in relation to the accommodation. School buildings are well maintained and effective use is made of all available facilities and space. The main parts of the school site are securely fenced and windows and doors are protected with electrically operated metal shutters. All gates are closed and external doors to the school buildings are locked during the school day. The newly built staff-room and office block provide appropriate accommodation for various activities. Pupils' toilets have been recently refurbished and are in good condition. There are two changing rooms, but these are used for storage purposes and pupils have to change in their classrooms.
137. Although the caretaker makes every effort to maintain the buildings, shortcomings in the accommodation include:
- a leaking roof;
 - some classrooms which are in need of redecoration;
 - several classrooms which are small and cramped;
 - two faulty heating pumps; and
 - many external doors and windows are in need of repair.
138. The head teacher, senior managers and governors regularly monitor the work of the school to ensure that spending decisions are matched to the school's priorities. Subject leaders regularly review resources for their own subject areas. The school makes efficient and effective use of available finances.
139. As a result of prudent budgetary management, at the start of the current financial year the school had a large planned surplus, which is now being used well to offset predicted falling roles, and to target identified priorities. The school has gained a number of grants from outside agencies and these, along with monies raised by friends and parents of the school, have been put to good use. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

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

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

141. In the nursery, children are keen to talk to visitors about their experiences. They use simple Welsh Phrases such as, 'beth sy yn y boc?', and suitable vocabulary to describe the properties of Welsh artefacts. With adult support they describe their drawings clearly. In their investigative work they ask questions and give clear explanations. They listen carefully to stories and poetry, they read well in the role-play corner and fully understand that print carries meaning. Most display good pencil control and engage readily in early writing activities, such as writing and posting letters. When children attempt to write their own names independently there is evidence of good letter formation.
142. Reception children express their ideas confidently, with a broader vocabulary and, when describing their own homes and where they live, they speak clearly, posing and answering suitable questions. They enjoy listening to a story and explain events illustrated in the pictures. Most predict what may happen next. They have made a good start to reading and more able children already have a considerable bank of familiar words and a good phonic sense. They use the writing table readily and a number of children write simple phrases and sentences independently.

Shortcomings

143. Although there are no important shortcomings, a few children in the nursery display immature speech.

Personal and social development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

144. Children are enthusiastic learners, leaving their parents and carers confidently because they are so keen to explore and investigate the interesting experiences that are provided for them.

145. In the nursery, children come to think of themselves as 'problem solvers'. They think deeply about their work and they respond well to the challenges that teachers set for them. Children display feelings of self-esteem and confidence, they show great pride in their good behaviour awards and are keen to show off their achievements in class and assemblies. They play happily, co-operatively and independently with the good range of equipment provided for them and engage readily and confidently in role-play. They listen to instructions well, demonstrate respect and care for each other and the wider environment. They clear away games and equipment quickly and independently.
146. In the reception class, children continue to build on these strengths. They show sensitivity to others and care and respect for each other. They explore new learning with confidence and seek help when they need it. They enjoy investigating and handling artefacts, showing a high degree of involvement and a willingness to have a good guess as to what things are. They listen intently, follow instructions well and behave exceptionally well because they are concentrating on their tasks.
147. Children in both the nursery and reception classes demonstrate a good knowledge and understanding of their own Welsh culture and the community around them. This helps them to develop a strong sense of identity and belonging. They celebrate festivals and other special occasions from the Christian faith and from a range of other cultures and faiths and they have a growing appreciation of differences and similarities. When children dress in a traditional sari, study a world globe and world maps and taste the traditional foods of Somalia, India and China, they come to appreciate diversity in the world around them.

Shortcomings

148. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

149. Children in both classes enthusiastically sing and say a wide range of number rhymes in both English and Welsh.
150. Nursery children display a keen interest in numbers. They recognise numbers to 10, write the numerals independently and confidently identify numbers of objects to 6, matching them to their numerals. They order a number line to 10 without adult supervision, and more able children accurately replace a missing number. They sort and match items for a range of different attributes, such as colour, size and shape. They name basic 2D shapes accurately and use them to create other shapes and objects, for example when they create a train from rectangles. They create pictograms to show their favourite colours. They

begin to develop a sense of measures when they identify and draw tall/short objects and when they weigh and balance familiar objects.

151. Reception children build on their mathematical experiences well and display a good understanding of numbers and counting. They use an appropriate vocabulary to add and subtract. They develop their data-handling skills well when they record predictions and the results of experiments on tables. They begin to understand the passage of time, for example, after one hour. They carefully measure beans that they plant, using arbitrary measures, such as building bricks, and record their results accurately on a chart. They create and order lists when making ginger bread biscuits, and show on a pictogram their favourite cakes. When using programmable toys, they estimate the number of presses need for the toy to move forward to a certain point and then check to see how accurate they are.

Shortcomings

152. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

153. Children in both the nursery and reception classes develop a sense of awe and wonder as they explore and investigate the world around them. They make good progress because they are interested and motivated by their experiences in class, in outdoor play and in the locality. Children develop a growing appreciation of their place within the own community and this adds richness to their lives.
154. Nursery children start to learn about living things and patterns of change over time when they plant lavender in the sensory garden and monitor its growth, and when they search for mini-beasts and record their findings. They develop their technological skills well when they use a range of tools and work as a team to put together a bench for the garden, and when they use a computer program independently. They are beginning to develop a good scientific awareness when they study what happens to an ice-lolly as it melts and when they create light and dark, using torches in the sensory den. They learn about personal safety in discussions with adults.
155. Reception children display a growing appreciation of past and present events, the work people do, environmental care, and living things. They learn about the effects of pushing and pulling, experimenting, pouring, testing, digging, building and generally finding out about how things work. They develop good problem-solving skills, such as how to build the strongest wall. They begin to understand changes over time when looking at photographs of a Victorian street and a typical washday. They express their ideas and views confidently, using a relevant vocabulary to describe differences from, and similarities with, their own lives. They use a variety of information sources well, including

information technology, and handle artefacts sensibly to find out what Victorian life was like.

156. They begin to identify the characteristics of some occupations when they engage in meaningful role-play as builders. They make appropriate choices and select materials when making milk shakes. They measure out the correct amount and investigate floating, sinking and dissolving. They engage in problem-solving activities when putting hot water into water bottles, and, after using thermometers to measure the heat, decide which wrapping keeps the water hot for longer periods of time.

Shortcomings

157. There are no important shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

158. Children experiment and explore different media and become adept at making choices of materials and colour, including working with 3D, and investigating changes. They sing a wide range of songs, in English and Welsh, tunefully and enthusiastically, and they create loud and soft sounds, showing a good sense of rhythm.
159. Nursery children create sounds with untuned instruments in the 'Musical Den'. Their paintings are bold and colourful. They explore colour and pattern and are adept at mixing colours. They use a computer program independently to create self-portraits and portraits of someone who is important to them. Their observational drawings of mini-beasts are very detailed and, after carefully observing daffodils, they draw them in soft pastel showing some skill in the delicate smudging. When working in 3D they confidently use a range of materials to create the homes of the three little pigs. When working with pattern they use crayon well and take interesting rubbings of materials out of doors.
160. Reception children respond well to a rhythm, dance effectively to music and begin to observe and appreciate each other's work. They engage enthusiastically in various forms of role-play and imaginative drama, using untuned instruments with ease. They use a range of materials to create representational drawings and constructions, making choices of medium and colour. In their 'Homes' study, they create paintings of their own houses, which are well defined, bold and colourful. They use a mouse independently to draw a picture, and then follow instructions to repeat the pattern to create interesting wrapping paper patterns.

Shortcomings

161. There are no important shortcomings.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

162. Children participate vigorously in play, both in the hall and outdoors, and they manipulate small tools effectively.
163. Children in the nursery respond to music with gesture and movement, moving spontaneously within a given space, with a sense of freedom and confidence. They experiment readily with different ways of moving, rolling arms, shaking fingers, lifting knees, wriggling and marching. As they move high and low, they display a good degree of control and co-ordination.
164. In their outdoor play they balance and travel over benches and through hoops, following an obstacle course accurately and confidently. They respond with enthusiasm and confidence in their Welsh dancing activities. They demonstrate a high level of engagement and move creatively as they snake around the room in a Chinese dragon dance. They build on these skills when they engage in role-play to create the movements and shapes of elephants, cats and other animals as they slither and sway around the room.
165. Reception children move imaginatively, with confidence and good control as they twist, jump and skip, and display good spatial awareness. They take turns eagerly to demonstrate their dance and follow a sequence of movement accurately. They listen intently to 'space' music and move expressively and imaginatively, as if in space, sustaining slow movements, low to the floor and stretching high. They handle a range of small and large wheeled toys with increasing skill and confidence.

Shortcomings

166. 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

167. In key stage 1, the majority of pupils listen attentively to presentations by teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. Pupils begin to realise the need to adapt their spoken language and intonation of voice when participating in role-play situations.
168. In key stage 2, pupils listen carefully in both whole-class and group activities. They ask pertinent questions, convey information and, by the end of the key

stage, employ well-reasoned and logical arguments to defend their opinions within group, paired and class discussion work.

169. Pupils in both key stages enjoy reading; they make good use of the books available and read regularly. Their reading skills develop well.
170. Pupils make a good start to reading from an early age and, by year 2, most are accurate and fluent readers. More able pupils read with expression and understanding and talk about the aspects of the books they enjoy or dislike.
171. In key stage 2, pupils read a variety of books fluently and expressively. They give detailed accounts of the books they are reading, name their favourite authors and identify recurring features of their work. Pupils' higher-order reading skills develop well and they retrieve information from a variety of sources, such as the internet and non-fiction texts.
172. In key stage 1, pupils' writing is good. Year 1 pupils copy simple words or phrases. More able pupils are beginning to write a few words or sentences independently. Pupils' spelling and punctuation are developing with increasing accuracy.
173. Standards of writing are good at key stage 2. Pupils produce a wide variety of creative and factual work including letters, diary writing, reports and poetry. Writing is organised in paragraphs using a variety of sentence patterns. Handwriting is generally joined and legible.
174. Pupils with special educational needs make good progress.

Shortcomings

175. There are no important shortcomings.

Welsh second language

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

176. In key stage 1, pupils respond well in a range of activities. They identify commands and the names of colours, they count effectively and convey greetings.
177. Pupils in key stage 1 read individual words confidently, and they make good progress in their ability to apply reading skills to simple, but appropriately extended texts.
178. In key stage 1, pupils use familiar oral patterns to answer simple questions. A minority of pupils demonstrate a firmer grasp of language patterns and are confident using them when working in pairs and groups.

179. Key stage 2 pupils listen appropriately to all forms of spoken Welsh and respond accurately to simple instructions. A few more able pupils in key stage 2 are more adept in translating and they use this technique appropriately.
180. Pupils in key stage 2 read words, simple phrases and sentences, which are used in their oral work.
181. In key stage 2, some pupils develop an appropriate range of writing skills and complete work sheets accurately.

Shortcomings

182. A number of pupils in key stage 2 are reluctant to use the language and their ability to sustain a conversation is limited.
183. The reading and writing skills of older pupils in key stage 2 are underdeveloped.

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

184. Most pupils in key stage 1 make good progress as they move through the key stage. They count reliably to 100 and show a good understanding of number bonds to 20.
185. Pupils in year 1 recognise coins and know their value when shopping. They use ordinal numbers correctly to put objects in the correct position and they count forward and back from a given point.
186. In year 2, most pupils have a secure knowledge of odd and even numbers. They order numbers to 100 and are beginning to understand place value. They show this in their work with money and they use coins up to 2 pounds. Pupils add and subtract, completing a chain to find a missing number and create their own chains to make a given number. They halve and double numbers in their work accurately.
187. In key stage 1, pupils understand and use standard measures and they have a good recall of mathematical vocabulary. They describe 2D and 3D shapes well and they use appropriate language to discuss their properties. They match shapes to objects both within the classroom and in the school grounds. They use their knowledge of shapes to create models and most pupils sort their shapes, using different criteria, into a Venn diagram.
188. Key stage 1 pupils know the days of the week, months of the year and the seasons and they are developing a good understanding of time. Most pupils create and read simple pictograms and bar graphs accurately and they make good progress in their problem-solving skills.

189. Key stage 2 pupils make good progress in using the different aspects of number effectively and the majority apply their skills well. They show quick recall in their mental maths sessions.
190. Pupils in years 3 and 4 count backwards and forwards, using the multiplication tables of 2, 3, 4, 5 and 10 and they use inverse operations for multiplying and dividing. The more able pupils add large numbers accurately and have a good understanding of place value up to a thousand.
191. By year 6 most pupils have a good grasp of the relationship between decimals, percentages and fractions. They develop a good understanding of the concept of ratio, proportion and probability. Year 5 and 6 pupils investigate and solve problems in these contexts with good accuracy.
192. Key stage 2 pupils demonstrate a good understanding of two- and three-dimensional shapes and their properties. Pupils in year 3 and 4 classify and describe the properties of 3D shapes well and most use terms such as vertices and faces appropriately. In years 5 and 6 they understand angles and calculate perimeters and areas when solving problems.
193. Key stage 2 pupils make good progress in database work and they use their computer skills effectively in this context.

Shortcomings

194. Although there are no important shortcomings, a small number of pupils in key stage 2 are insecure in their understanding of place value.

Science

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

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

195. In key stage 2, pupils' investigative and enquiry skills are of a very high standard. As a result, the percentage of pupils attaining the higher level 5 in teacher assessments far exceeds the national average.
196. In key stage 2, pupils demonstrate an exemplary understanding and knowledge of life and physical processes.
197. Pupils in key stage 2 display a very impressive command of scientific terminology and concepts.

Good features

198. In year 1, pupils name common plants and identify basic parts of the plant leaf, root stem and flower accurately. They recognise that plants are living and that they need water and light to grow. They correctly identify and locate parts of their own body, including the sense organs, and recognise the changes that occur as animals grow older.

199. Pupils in year 2 clearly explain the experiments they might conduct to investigate the conditions needed for plants to grow. They know that flowering plants produce seeds, which grow into new plants. They accurately record their observations in tables and draw conclusions from these. Pupils describe how sounds are generated by different objects and state that they hear sounds through their ears.
200. In key stage 2, pupils in years 3 and 4 accurately describe an adequate and varied diet for humans, recognising that there are many ways to achieve this. They make relevant observations and present results in bar charts and tables.
201. Pupils in year 3 understand clearly how shadows are formed when light from a source is blocked and recognise that shadows are similar in shape to the objects forming them. They describe how the shadow from the sun changes over the course of the day. Year 4 pupils explain clearly how to create reflected light and the difference between opaque, translucent and transparent materials.
202. Year 4 pupils know how switches work and construct simple circuits, using them appropriately to test whether materials are electrical conductors or insulators.
203. Older key stage 2 pupils recognise that air is a material and one of a range of gases that have important uses. Through conducting simple experiments, they recognise that liquids evaporate to form gases, and that gases change shape and flow from place to place. They make sensible predictions based on available knowledge, understand the need for a fair test and understand fully why observations and measurements need to be repeated. Following accurate writing up of experiments and interpretation of data, they provide considered explanations, using effective scientific language.
204. Year 6 pupils describe accurately ways in which the pitch of a sound made by a particular instrument or vibrating object can be raised or lowered. They accurately identify what is vibrating in a range of musical instruments.

Shortcomings

205. There are no important shortcomings.

Information technology

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

206. The vast majority of pupils have very high skill levels in relation to their age and ability.

207. In both key stages, pupils fully recognise the value and potential of information technology as a tool for learning and for communicating and handling information.
208. They design, develop, explore and evaluate models of real or imaginary situations, and they measure and control physical variables and movement in an exemplary fashion.
209. Pupils produce outstanding pieces of work, for example, they create an interactive multimedia local history CD ROM via a triangular video conference link between themselves, a link school in Dallas and NASA.

Good features

210. Relative to their age, pupils show good skills in word processing, use of graphics, modelling, control and measure and data handling. Pupils in every year group produce good quality mini-projects.
211. Pupils in key stage 1 demonstrate confidence and familiarity when using information technology. They use a good range of basic computer skills, including moving and positioning the cursor purposefully with the mouse and using basic keyboard functions, such as letters, numbers, punctuation keys, the space bar, and the enter/return keys. With support, they open programs and save work accurately.
212. Year 1 pupils use a variety of 'paint' features, such as fill and erase, on a simple publishing program to create pictures related to a given topic. They add appropriate text in a font, size and colour of their choice.
213. Year 2 pupils create data tables and simple graphs, which they print independently. They demonstrate good progress in extending their word-processing and graphics skills. Pupils develop good rudimentary skills in writing 'procedures' to program screen turtles to complete a journey.
214. Key stage 1 pupils explore and navigate appropriate simulation/adventures games and talk confidently about their choices and predicted outcomes.
215. In key stage 2, pupils show increasing competence in using information technology for a variety of purposes. For example, they use an internal e-mail system effectively to communicate with each other and with teachers.
216. In years 3 and 4, pupils extend their word-processing skills through introduction to 'Word.' They enhance the quality of their presentations by importing pictures from the Internet and 'Clip Art.' They use Welsh text well in some of their written work. They work independently to collect, enter and save data for a graph and discuss their results effectively. Pupils produce competent, simple animations, such as growing plants or Roman battles. They accurately 'draw' their initials using a logo-type program and use 'Paint' programs well to design and create gardens for varieties of plants.

217. In year 5, pupils use a digital camera creatively and manipulate the photographs to produce sophisticated calendars. They create effective *Powerpoint* presentations using text, graphics and more advanced features of the program, such as 'hyperlinks', for different audiences. They effectively access search engines, such as 'Google', to cut and paste images to support their work. They develop good desktop publishing skills when producing brochures and leaflets for various subjects.
218. Year 6 pupils are very competent at locating, retrieving and saving information to files and confidently use the word processor to draft and redraft work. They use a range of techniques to help them complete a project, which involves purchasing items of Victorian furniture within a given budget to furnish a room. Pupils show very good knowledge and understanding of strategies for completing their goal, using internet research, databases and spreadsheets very effectively.
219. Pupils with special educational needs display good skills in their use of information technology.

Shortcomings

220. 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

221. The inspection team observed only two lessons in key stage 1 during the inspection. However, scrutiny of pupils' previous and current work, discussions with pupils, photographic evidence and examination of the subject leader's documents indicate that work in design technology in both key stages is of a good standard.

Good features

222. Overall, pupils have a good grasp of the processes of designing, making, testing and evaluating and, by the end of key stage 2, pupils have effective, independent working skills. Pupils in both key stages use equipment safely and are fully aware of any related risks and dangers. They are also aware of the importance of hygiene when handling food.
223. In key stage 1, year 1 pupils gain a good understanding of the properties, including taste, textures and appearance, of a range of fruits and vegetables. When learning how to make a fruit salad, they consider, prepare and combine ingredients using a range of tools and utensils to develop good skills in washing, peeling, cutting, slicing and grating.
224. Year 2 pupils develop their knowledge of textiles well through puppet-making. Basing their designs on examination of commercially-produced puppets, they effectively use a template to design a hand puppet with a specific character in

mind. In making the puppet, they develop their skills in joining materials through cutting out, sewing and gluing and add features appropriately in accordance with their design.

225. In key stage 2, younger pupils in years 3 and 4, develop their skills well when creating stable structures, such as free-standing photograph frames. They clearly understand that the frame has to be visually attractive and sufficiently robust for purpose. Pupils develop a good vocabulary; for example, stable, free-standing, sturdy, reinforce, and shallow in relation to the qualities of the structures
226. In focussing on structures, older pupils in years 5 and 6 fully investigate the properties of a variety of shelters and, in designing their own, include considered drawings showing several alternative shelter ideas. In making scale models of their chosen shelters, pupils develop a good understanding of how structures can fail when loaded, of techniques for reinforcing and strengthening the edifice and of how to use a variety of temporary and permanent joining techniques.
227. Older pupils in key stage 2 make good use of the internet and other research facilities to generate good ideas for designing their own musical instrument. Pupils measure, mark out, cut and assemble their instruments from household materials with accuracy. They continually evaluate their work against the original criteria. The finished working models are of a high standard.

Shortcomings

228. There are no important shortcomings.

History

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

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

Good features

229. In both key stages, pupils develop an effective historical vocabulary, which they use appropriately to describe historical events and to research relevant information.
230. Pupils in both key stages have a good recall of the periods they study and are keen to share their knowledge with others. They have a good understanding of what life was like in Wales in the past.
231. Pupils in key stage 1 develop a good chronological awareness as they study famous people in the past.
232. In key stage 1, pupils produce effective studies of the Great Fire of London and pen eye-witness accounts to describe what they see in seventeenth-century London.

233. In years 3 and 4, pupils produce good quality work on the Romans. They create colourful booklets with accurate details on the Roman army, the clothing used by Romans, houses in Roman times and Roman religion.
234. Younger key stage 2 pupils accurately research the Celts and use various strategies to explain how the Celts lived. They create simple booklets and captions to illustrate their studies.
235. In year 4, pupils have a good knowledge and understanding of the Reformation period. They know about Henry VIII's wives and the various problems they encountered. They write graphic letters, for example, in the style of Anne Boleyn.
236. Older pupils in key stage 2 produce good quality work on the Victorians. They study famous Victorians, such as Charles Dickens and Lord Shaftesbury. They produce effective timelines on the period and undertake detailed studies of Victorian schools, leisure patterns and Victorian furniture.
237. In years 5 and 6, pupils produce effective work on World War Two. They research the period very well and interview members of their own families and the local community. They study the effects of the blitz, wartime songs, the movement of evacuees and the impact of war on the local area and resulting social changes. They produce a high quality CD ROM and send copies to all houses in the local community. Their writings display a mature sensitivity and empathy.

Shortcomings

238. 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

239. Pupils at both key stages develop a secure knowledge of the character of their own locality through the numerous visits they make to the area. They participate enthusiastically in exciting whole-school projects, such as 'One World Week', and develop a good understanding of global citizenship.
240. Pupils in key stage 1 accurately locate and draw significant features of the classroom. They recreate the layout of the room in a three-dimensional form, involving orientation, direction, scale and spatial aspects. They develop and label a simple plan and express views on the features they see.
241. They develop a good understanding of places beyond their immediate surroundings. They study the food, jewellery, music, dance, hand decorations, games and environment of India. They make detailed comparisons between life in Cwmbran and several other countries.

242. Younger pupils in key stage 2 develop their geographical skills well when they use keys and symbols to find and identify features on a map of Caerleon. They accurately identify main roads, a motorway and a variety of land uses on area maps and aerial photographs. They create their own map signs and symbols to represent features on maps, such as a cinema and a go-cart track.
243. Older pupils produce an impressive project on Cwmbran. They trace the development of housing estates, roads, shops and communities and the impact of recent changes.
244. Older pupils produce effective studies of the local environment and wetland areas. They work well with outside agencies on various environmental projects.

Shortcomings

245. There are no important shortcomings.

Art

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

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

Good features

246. Pupils in both key stages create vivid pictures and crafts. They learn a wide range of different artistic skills.
247. In both key stages pupils experiment creatively with shade, tone, line and texture. In key stage 1, they mix cold and hot shades to match the mood of their work. They use paint, charcoal or pastels confidently to create compelling scenes, such as the Great Fire of London.
248. Key stage 1 pupils investigate natural and man-made materials and produce good examples of work through weaving. They investigate patterning and printing and they design and print patterns on curtains for the art room, showing good use of colour.
249. Pupils in years 2 and 3 work well on textile designs, using a template to shape their fabric. They show good levels of creativity in their work and create colourful and attractive puppets.
250. In key stage 2, pupils develop a good knowledge and understanding of the styles of different artists and produce competent paintings based on the work of David Hockney and Paul Rego.
251. Pupils in both key stages explore shape, form, texture and the sensory quality of materials well and they produce successful sculpture work.
252. Pupils in key stage 2 work with local artists, such as Paul Peter Peach, and re-create images from Big Pit using the technique of block printing. Year 5 and 6

pupils study people in action and use their sketchbooks well to prepare for their work on movement. They will exhibit their finished work in the Dylan Thomas Museum.

Shortcomings

253. Although there are no important shortcomings, pupils in both key stages have a limited knowledge of Welsh artists.

Music

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

254. The quality of singing, both in unison and in two parts, in English and Welsh, across the school, is outstanding.
255. Pupils perform their compositions very well, by listening to each other, keeping in time and using very effective dynamics.

Good features

256. In all classes, pupils engage with a wide range of music from other times and other cultures. They confidently perform their skills to others in school and in the wider community. They work regularly with musicians, such as African drummers.
257. Younger pupils in key stage 1 copy rhythmic patterns well, keeping a steady beat and identifying different rhythms. They play different instruments, naming them accurately. They sing and clap the beat in their Scottish dances and Caribbean songs. They easily identify features of different pieces of music, such as slow, loud or soft, changing from slow to fast beats in their own compositions.
258. Older pupils in key stage 1 sing competently from high to low notes, with good control and pitch, and they illustrate the notes by moving dinosaur feet symbols up and down a ladder. They search the music trolley to find and name instruments that make the same sound, demonstrating how they do this, clapping and tapping out rhythm with confidence.
259. Pupils in key stage 1 understand that ostinato is a repeating pattern and reproduce it successfully in their own work. They memorise and imitate sound patterns and songs effectively and pose interesting questions in their musical play.
260. Pupils in key stage 2 display a good musical vocabulary. When listening intently to African drumming music they thoughtfully recall and describe a cyclical pattern learned previously. They sustain concentration as they clap and tap out the rhythm well, before working in groups to compose their own

interesting cyclical Djun Djun patterns. They refine their compositions well and make mature suggestions as to how their work can be improved.

261. Year 6 pupils demonstrate very good knowledge of African percussion instruments. They build on skills learned earlier when they successfully rise to the challenge of independently composing and performing their own cyclical pattern, involving three different instruments and a four-bar repeated pattern. They are enthusiastic music makers, engrossed in their task, working collaboratively to explore their instruments and the sounds they make. Year 6 pupils reflect on and discuss their compositions, finding ways to improve them.

Shortcomings

262. 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

263. The inspection team observed only dance and games lessons during the inspection. However, discussions with pupils, photographic and video evidence and examination of the subject leader's documents indicate that standards in gymnastics, swimming and outdoor pursuits are also good.

Good features

264. All pupils have a good, developing knowledge of the effect of exercise on their bodies and of the need to participate in appropriate warming up and cooling down activities. Throughout the school, pupils have a good awareness of health and safety issues with regard to exercise. For example, they handle and move equipment carefully and sensibly. Pupils wear appropriate clothing for activities
265. Year 1 pupils have a good awareness of space in warm-up activities. They perform basic skills in travelling, being still, finding space and using it safely. By year 2, they develop their range of skills and actions well and they link these in short movement phrases. Pupils in years 1 and 2 move smoothly to change direction in order to avoid collisions.
266. In dance, year 2 pupils perform body actions with control and co-ordination. They link actions when performing a simple Welsh dance to 'Jac y Do' and remember and repeat dance phrases accurately. They work well in pairs and small groups and perform basic techniques with a good level of consistency. When performing the majority display a good understanding of expressive qualities. Pupils confidently assess each other's performances and suggest ways they can improve their work.
267. Pupils in years 3 and 4 listen and respond well to instructions when learning the rudiments of a traditional dance 'Lawr y Canol.' They demonstrate good basic dance skills and perform movements with a good degree of control and

co-ordination. When learning more complex movements, they persevere until they succeed.

268. Pupils in years 3 and 4 use a range of skills, including throwing, striking, intercepting and stopping a ball, with a good degree of control and accuracy. Pupils quickly learn the rules of small games and use them fairly. They choose and vary skills and tactics to suit the situation in a game. Pupils make constructive critical observations about their own and others' performances.
269. Older pupils in key stage 2 develop good skills in gymnastics, dance, games and athletics. Pupils in years 5 and 6 achieve the required standards in swimming by the end of the key stage. Older pupils develop a good range of skills in outdoor and adventurous activities, such as rock-climbing.

Shortcomings

270. There are no important shortcomings.

Religious education

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

271. In both key stages, pupils develop a respect for others in the school community and they are aware of the importance of rules in school life.
272. In key stage 1, pupils visit the local church and write about different features of the building. They have a good, early understanding of the principles of the Christian faith.
273. In key stage 1, pupils acquire an effective understanding of the Jewish religion, Jewish customs and the Jewish belief in God.
274. Pupils in key stage 1 develop a competent understanding and knowledge of special books, the story of Noah and creation stories.
275. In years 3 and 4, pupils visit the local church and develop a basic understanding of the Pentecost.
276. In year 5, pupils acquire an appropriate knowledge of Jesus through their studies of art history. They explore various symbols and signs and compare Christian and Islamic symbols.
277. In year 6, pupils acquire an appropriate understanding of the Jewish festival of Purim. They know that Jewish children dress up during Purim and they have a fair understanding of the story of Easter.
278. Pupils in key stage 2 have some knowledge of special places, festivals and the traditions of other world faiths, such as Judaism and Islam.

279. Older key stage 2 pupils have an appropriate understanding of the miracles performed by Jesus and they use drama to explore examples.

Shortcomings

280. Pupils' recall of previous work in key stage 2 is often unreliable and sometimes insecure.

281. The ability of older pupils in key stage 2 to reflect on various religious issues and themes is often limited.


School's response to the inspection

The head teacher, staff and governors have carefully considered the outcomes of our inspection. The report provides an objective evaluation of many aspects of the life and work of the school. It will be used as the basis for the next School Improvement Plan.

We are pleased that the inspection report recognises the school's strengths and outstanding features. The overall good grades received recognise the strong commitment, professionalism and hard work of all stakeholders in the school.

The head teacher, in her role as nominee, felt that the process was open and transparent and she was given the opportunity to be involved in constructive and productive discussions with inspectors. We are confident that the findings reflect the positive ethos and achievements of the school.

The school would like to thank Dr David G Evans and members of the inspection team for their contribution to future school improvement and for their courtesy and professionalism during the inspection.



Appendix 1

Basic information about the school

Name of school	Woodlands Community Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Thornhill Road, Upper Cwmbran, Gwent
Postcode	NP44 5UA
Telephone number	01633 647488

Head teacher	Ms Jaci Bates
Date of appointment	September 2006
Chair of governors/ Appropriate authority	Cllr. Evelyn Winfield
Registered inspector	Dr David G Evans
Dates of inspection	21-24 January, 2008

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	23	36	36	43	36	34	43	46	297

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1	12.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	82.0	89.7	92.0
Summer 2007	88.4	91.1	92.8
Spring 2007	83.2	92.5	91.8

Percentage of pupils entitled to free school meals	30%
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			Number of pupils in Y2:					45
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	31	47	22	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	2	27	47	24	
		National	0	2	10	63	24	
En: writing	Teacher assessment	School	0	0	38	58	4	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	16	62	22	
		National	0	4	14	55	27	
Mathematics	Teacher assessment	School	0	0	9	71	20	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	13	71	16	
		National	0	2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	68.9%	In Wales	80.6%

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		45		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	4	2	24	46	24
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		National	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics	Teacher assessment	School	0	0	0	0	0	4	24	41	30
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	2	4	15	26	52
		National	0	0	0	1	0	2	11	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	65.2%	In the school	N/A
In Wales	74.0%	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of fifteen inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

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

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 51 parents'/carers' questionnaires, of which 94.64 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2 and 5 English, Welsh Second Language, History and Religious Education
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Dr Jim Hewitt Team Inspector	Key Questions 4 and 7 Science, Design and Technology, Information Technology and Physical Education
Mrs Kay Andrews Team Inspector	Key Question 3 Early Years, Geography and Music
Mrs Alyson Roberts Team Inspector	Key Question 6 Mathematics and Art
Mrs Jaci Bates, Nominee	Attending meetings and supplying information

Contractor:

Evenlode Education Ltd.,
Little Garth,
St John's Close,
Hawarden,
Flintshire, CH5 3QJ

Acknowledgement:

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