

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

A Report on the Quality of Education in

**Blenheim Road Community Primary School
Blenheim Road
St Dials
Cwmbran
Torfaen
NP44 4SZ**

School Number: 6782323

Date of Inspection: 12/01/09

by

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Blenheim Road 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 Blenheim Road Community Primary School took place between 12/01/09 and 15/01/09. An independent team of inspectors, led by Michael T. Ridout 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 Blenheim Road Primary is a community school for boys and girls aged three to eleven years. It was established in September 2007 following the amalgamation of the Fairwater Infant and Junior Schools. In total there are 297 full-time equivalent (fte) pupils on roll organised in eleven classes. There are 39 children under five in reception and 49 of nursery age who, with one exception, attend part-time. The average class size is 27. There are 12.4 fte teachers, including the head teacher and two part-time teachers. The head teacher and deputy head teacher are deployed in a non-teaching role. There are 14 learning support assistants (LSA).
- 2 The school is situated in St Dials, a district about two miles from the town centre of Cwmbran, in Torfaen. There is some owner occupied housing but the majority is social housing. The school describes the area it serves as economically disadvantaged. More than 40 per cent of pupils are entitled to free school meals; this is well above national and local averages. No pupils are 'looked after' by the local authority. There are a few pupils from ethnic minorities, but none for whom English is an additional language. None comes from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
- 3 Baseline assessments indicate that children's attainment on entry to reception covers the full range. Recent figures are broadly in line with local averages. Subsequent assessments indicate a significant number have additional needs. Around 39 per cent of pupils have additional learning needs (ALN). This is a higher proportion to that found in most primary schools. One pupil has a statement of special educational needs (SEN).
- 4 The two former schools were inspected in 2005 and 2003. Since that time, the number on roll has decreased significantly with the result that the number of staff and classes has reduced. Some improvements have been made to the outdoor environment and provision in information and communications technology (ICT) has been enhanced. Prior to amalgamation both schools achieved the Basic Skills Quality Mark.

School's priorities and targets

- 5 A mission statement: 'Learning and caring, together we will achieve' guides the school's work. This promotes positive values and a clear statement of aims published in the prospectus sets out the school's vision as a community school. These set clear aspirations in raising expectations within the community and enabling pupils to achieve good standards.
- 6 The school development plan (SDP) for 2008 – 2009 focuses on:
 - raising standards in language and mathematics;
 - implementing the Foundation Phase, and
 - improving the school's ethos through a 'values' curriculum.

Summary

- 7 Since its establishment in September 2007 Blenheim Road Primary School has achieved success in improving its provision in some aspects of its work although important shortcomings are evident in key areas.

Table of grades awarded

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

- 8 The inspection team awards lower grades than the school in its self-evaluation report in all of the key questions. One grade lower was awarded in key questions one, three and five and two grades lower in key questions two, four, six and seven.
- 9 In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector (HMCI) agrees, that this school is in need of significant improvement.

Standards

- 10 In 2008, the results of the Key stage 1 (KS1) National Curriculum (NC) teacher assessments were close to national figures in mathematics and well above in English and science. In comparison with similar schools having more than 32 per cent free school meals standards were well above average in all three subjects.
- 11 In Key stage 2 (KS2) the 2008 results were above national figures in science and below in English and mathematics. In comparison with similar schools they were well above average in science, average in mathematics and below average in English.
- 12 In both key stages the 2008 results represent an improvement in performance compared with previous years. Following the last inspections in 2005 and 2003 the results in both key stages fluctuate across subjects. The figures for 2008 represent a good measure of added value in relation to predicted levels of attainment.

- 13 In fifty-six lessons or parts of lessons, standards in areas of learning and subjects were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	38%	46%	16%	-

- 14 These figures represent a decline compared with those reported in the Infant and Junior School inspection reports of 2005 and 2003. They are well below the figures published in HMCI's Annual Report for 2007-2008 where standards in primary schools in Wales were reported to be Grade 2 in 84 per cent of lessons and Grade 1 in 12 per cent.
- 15 Standards in the seven areas of learning for the under-fives were judged as follows:

Areas of learning:	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 2	Grade 2
Language, literacy and communication skills	Grade 2	Grade 3
Mathematical development	Grade 2	Grade 3
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 3
Creative development	Grade 2	Grade 3

- 16 The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.
- 17 Overall standards for under-fives and in the subjects of the NC and religious education were judged in both key stages as follows:

Under-fives (Foundation Phase) Subjects:	Overall grade 3	
	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 4	Grade 4
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 2
Information and communications technology	Grade 3	Grade 3
Design and technology	Grade 3	Grade 2
History	Grade 3	Grade 3
Geography	Grade 3	Grade 3
Art and design	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 3	Grade 3
Religious education	Grade 3	Grade 3

- 18 In contrast to the school's NC results, the inspection reveals shortcomings in pupils' achievements in the basic skills of English and mathematics and important gaps in their knowledge and skills in most other subjects. There are important shortcomings in standards in the key skills of literacy, numeracy and information and communications technology (ICT).

- 19 Pupils' competence in bilingual skills is very limited.
- 20 Progress is widely variable as pupils move through the school. In general, the under-fives make good progress, and where progress improves across both key stages this is often from a low starting point. However, the progress of more able pupils is not always in line with their capabilities.
- 21 The significant proportion of pupils with ALN generally makes appropriate progress towards the targets set for them in individual education plans (IEP).
- 22 Pupils' behaviour and attitudes to learning are generally good but they have few opportunities to work with appropriate independence.
- 23 Attendance rates for the past three terms average 92 per cent, which is below national rates and compares favourably with similar schools. Nine percent of pupils cause much of the absence recorded.
- 24 Pupils' personal, social, moral and wider development is good. They have a growing understanding of equal opportunities and a sound understanding of diversity.
- 25 The school is successful in preparing pupils to take an active role in the local community but their awareness of the workplace is less well developed.

The quality of education and training

- 26 In sixty lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	48%	32%	18%	-

- 27 These figures represent a decline compared with those reported in the Infant and Junior School inspection reports of 2005 and 2003. They are well below the national picture as reported in HMCI's Annual Report 2007 – 2008 where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.
- 28 There is wide variation in the quality of education with important shortcomings in teaching. In half the lessons observed, learning is well managed but overall, shortcomings in planning, managing learning and matching tasks to pupils' needs reduce the impact of teaching.
- 29 There are important shortcomings in the rigour of assessment and its use in improving learning and achievement.
- 30 Although the planned curriculum is broad, the school has yet to ensure that its provision is fully in line with the range of pupils' needs and interests. It is developing its provision for the under-fives well. Across the school planning is being developed in line with national changes but the planning to promote key skills development and bilingual competence is not fully effective.
- 31 The provision to enrich learners' experiences is good. The 'enriched curriculum' provided on Wednesday afternoons is a particularly strong feature.

- 32 Strengths outweigh shortcomings in provision to promote pupils' personal development, including their spiritual, moral, social and cultural development.
- 33 The provision to promote the languages and culture of Wales is underdeveloped.
- 34 The school's partnerships with the community, parents, other schools and initial teacher training institutions are good.
- 35 The school's provision of education for sustainable development and global citizenship is developing well.
- 36 There is good emphasis on ensuring pupils' well-being. The inspection confirms good features in care arrangements and endorses the school's recent success in managing pupils' behaviour, but finds shortcomings in the effectiveness of educational guidance.
- 37 Good provision is made to identify and support pupils with ALN. The school is particularly successful in managing a few pupils' challenging behaviour. However, the impact of provision across the school is uneven.
- 38 Strengths outweigh shortcomings in provision for equal opportunities.

Leadership and management

- 39 From its inception the school's leadership has focused well on strategic issues, for example improving behaviour and the revision of managerial structures. Curricular initiatives now being developed through the school development plan (SDP) have not had sufficient time to become embedded.
- 40 The school takes good overall account of national and local priorities. Members of staff are organised in seven teams in order to develop the curriculum. Practice is developing well for example, in the team planning for knowledge and understanding of the world.
- 41 The governing body (GB) is strongly supportive of the school and the link roles established with members of staff provide a good basis to enhance governors' contribution in monitoring the quality of education in the school.
- 42 The GB fulfils most of its statutory obligations but it falls short in its duty to ensure that all pupils have access to a daily act of collective worship, to ensure appropriate details of its disability equality scheme are made known to parents, to ensure workforce remodelling is effective and to maintain class sizes in line with the requirements of the Welsh Assembly Government (WAG).
- 43 The inspection identified important shortcomings in the quality of self-evaluation and the effectiveness of planning for improvement.
- 44 The provision of staff, learning resources and accommodation is sufficient to cater for the number of pupils on roll. Although the SDP indicates that in general resources are suitably matched to the school's priorities, key aspects including staff, learning resources and lesson time are not always efficiently used.

- 45 Since the present school was established there is evidence of improvements in pupils' behaviour, in NC results and in some aspects of provision. This indicates recent improvement but taking account of limited success in resolving the issues identified in the previous inspections, together with the variable standards revealed by this inspection, the school does not provide good value for money.

Recommendations

- 46 The school and GB, with the support of appropriate agencies should work to:
- R1 raise standards in subjects and areas of learning where shortcomings are identified;
 - R2 improve achievement in the key skills of literacy, numeracy, and information and communications technology and competence in bilingual skills;
 - R3 improve progress for pupils of all abilities, placing emphasis on more able pupils and develop fully all pupils' independent learning skills;
 - R4 improve lesson planning and management and ensure the effective use of assessments to improve learning and ensure appropriate challenge in lessons;
 - R5 improve the rigour of strategic management, the quality of self-evaluation, the effectiveness of planning for improvement and ensure the efficient use of resources to provide value for money;
 - R6 ensure statutory requirements are met for class sizes, collective worship, workforce remodelling and publication of the school's disability equality scheme.

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 3: good features outweigh shortcomings

- 47 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 2. The inspection did not find sufficient evidence of good standards to support the grade awarded by the school. In contrast shortcomings are identified in most subjects. The standards evident in lessons and pupils' previous work do not consistently reflect the improvement in standards shown in the 2008 NC performance indicators.

- 48 In 2008, the results of the KS1 NC teacher assessments were close to national figures in mathematics and well above in English, in science. In comparison with similar schools having more than 32 per cent free school meals standards were well above average in all three subjects.
- 49 In KS2, the 2008 NC results were above national figures in science and below in English and mathematics. In comparison with similar schools they were well above average in science, average in mathematics and below average in English.
- 50 In both key stages, the 2008 results represent an improvement in performance compared with previous years. Following the last inspections in 2005 and 2003 the results in both key stages fluctuate across subjects. The figures for 2008 represent a good measure of added value in relation to predicted levels of attainment but at the end of KS2 the results for more than a quarter of pupils are below expected levels.
- 51 In KS1 and KS2, the results for pupils achieving at least the expected level in English, mathematics and science declined from 2005 to 2007 and improved in 2008.
- 52 Over time the school's success in meeting its end of key stage targets is variable. In 2008 the school was successful in exceeding its KS1 targets for attainment in English, mathematics and science. In KS2, the target was exceeded in science and missed in English and mathematics.
- 53 Analysis of the school's NC results over time indicates an established trend of difference in attainment on the basis of gender in both key stages. Contrary to the national picture boys often outperform the girls in KS1. This was the case in 2008. However, in KS2 the boys generally underachieve compared with girls by a significant margin. The most recent results in KS2 reflect the positive impact of intervention programmes implemented to improve boys' performance.
- 54 In fifty-six lessons or parts of lessons, standards in areas of learning and subjects were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	38%	46%	16%	-

- 55 These figures represent a decline compared with those reported in the Infant and Junior School inspection reports of 2005 and 2003. They are well below the figures published in HMCI's Annual Report for 2007-2008 where standards in primary schools in Wales were reported to be Grade 2 in 84 per cent of lessons and Grade 1 in 12 per cent.
- 56 Standards in the seven areas of learning for the under-fives were judged as follows:

Areas of learning:	Nursery	Reception
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Mathematical development	Grade 2	Grade 3
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 3
Creative development	Grade 2	Grade 3

- 57 The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.
- 58 The under-fives make a good start in acquiring basic and key skills in communication, numeracy and ICT. Children of nursery age make good overall progress and achieve well. Progress in reception is variable. The children under-five develop initial bilingual skills well.
- 59 Overall standards for under-fives and in the subjects of the NC and religious education were judged in both key stages as follows:

Under-fives (Foundation Phase)	Overall grade 3	
Subjects:	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 4	Grade 4
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 2
Information and communications technology	Grade 3	Grade 3
Design and technology	Grade 3	Grade 2
History	Grade 3	Grade 3
Geography	Grade 3	Grade 3
Art and design	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 3	Grade 3
Religious education	Grade 3	Grade 3

- 60 First hand inspection evidence reveals a range of shortcomings in pupils' achievements in the basic skills of literacy and numeracy and indicates both limited knowledge and underdeveloped skills in most subjects. Compared with the previous inspections of the Infant and Junior schools standards are generally below those reported in 2005 and 2003. However, in KS2 standards remain good in science and design and technology and have improved in art.
- 61 Achievement in both key stages is hampered by underdeveloped skills in reading, writing and numeracy. There are important shortcomings in standards in the key skills of literacy, numeracy and ICT. In general, speaking and listening skills develop well from a low base, but levels of competence in reading, writing, numeracy and ICT are underdeveloped.
- 62 Pupils' competence in bilingual skills is very limited. A few respond positively to the provision and show increasing understanding of both English and Welsh.
- 63 Pupils achieve similar standards irrespective of their social, ethnic or linguistic background.
- 64 Progress is widely variable as pupils move through the school. There is good evidence in some classes of the positive impact of intervention strategies in literacy and numeracy. Currently the under-fives make generally good progress. The picture is mixed in KS1 and, although there are some good improvements in KS2, the progress made is often in relation to a low starting point.

- 65 In general, the significant proportion of pupils with ALN makes appropriate progress towards the targets set for them in IEPs. However, the picture lacks consistency across the school.
- 66 Assessments indicate that the attainments of a minority of pupils are above average but the progress these pupils make is not always in line with their capabilities.
- 67 There is wide variation in pupils' understanding of their learning tasks. Their awareness of learning targets and assessment strategies as a means of helping them to understand how they are progressing and what they need to do to improve is at a very early stage of development.
- 68 The samples of work examined during the inspection that were produced by pupils in Y6 who left the school last July show that in general they were appropriately prepared for the next stage of their education. The school intends to continue with intervention programmes to raise standards and enable those pupils currently in KS2 to achieve their potential.
- 69 Pupils are well motivated, eager to learn and have positive attitudes to learning when lessons engage their interest, the work is challenging and teachers guide them clearly. In such lessons they make good use of time and maintain both effort and concentration well.
- 70 The overall standard of behaviour is generally good. However, behaviour deteriorates when lessons lack rigour. Although a minority of pupils sometimes present challenging behaviour the majority demonstrates good levels of courtesy and respect.
- 71 Levels of attendance averaged 92 per cent over the last three terms. Nine percent of pupils on the school roll have levels of attendance lower than 85 per cent. Most pupils are punctual at the start of the day but there are many instances of lateness.
- 72 Pupils have limited opportunities to demonstrate a capacity to study independently, including the skills to maintain lifelong learning. When given the opportunity they work well together and collaborate well. This is particularly evident in the 'enriched curriculum' tasks on Wednesday afternoons.
- 73 Pupils show appropriate progress in their personal, social, moral and wider development although opportunities to develop the skills of citizenship are at an early stage of development.
- 74 Pupils are developing an appropriate understanding of equal opportunities and an increasing understanding of the diversity of cultures within society.
- 75 Pupils have good opportunities to participate in a variety of ways within the local community but their awareness of the workplace is less well developed.

The quality of education and training

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

Grade 4: some good features, but shortcomings in important areas

76 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 2. The school was not sufficiently aware of the shortcomings in teaching and assessment identified by this inspection.

77 In sixty lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	48%	32%	18%	-

78 These figures represent a decline compared with those reported in the Infant and Junior School inspection reports of 2005 and 2003. They are well below the national picture as reported in HMCI's Annual Report 2007 – 2008 where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.

79 The recent reorganisation of teachers and support staff, with some roles changing within and between the under-fives, KS1 and KS2, and extensive whole school changes in lesson planning and organisation impact on the quality of teaching. In half the lessons observed teaching was good because established good practice was built upon successfully to provide well managed lessons. However, in almost one in five lessons, shortcomings in some teachers' knowledge, confidence and expertise in developing skills in literacy, numeracy and ICT, promoting bilingual skills and in teaching Welsh and history were evident.

80 The quality of teaching in under-fives is good overall and reflects a sound understanding of Foundation Phase principles. A good range of activities is well planned and the work of LSAs is well organised. Nevertheless the large number of children in the reception class and the diminution of established good practice through the reorganisation of support staff reduce the impact of teaching.

81 Across both key stages there is some good practice but there are shortcomings in important areas. In some lessons teaching provides an exemplar, for instance in science and art. However, in a significant minority of lessons in both key stages the extent to which teaching stimulates and challenges pupils to achieve their best is widely variable.

82 Across the school the strong features of teaching include:

- well defined lesson objectives, clearly explained and reinforced in meaningful contexts.
- building on and developing links with other areas of learning.
- appropriately high expectations, good working relationships and the effective use of praise.
- motivating pupils through lively modelling of exemplars and maintaining a good pace to lessons, for example through the imaginative use of resources.

- effective use of ICT.
- encouraging 'thinking skills' through open-ended questioning.
- involving pupils in assessing their own and others' achievements.
- ensuring adequate time for pupils to produce quality independent work.
- well defined expectations of behaviour.
- effective involvement of LSAs.
- plenary sessions that draw together and reinforce new learning well.

83 The predominant shortcomings observed in teaching include:

- insufficient guidance for learning so that pupils understand the task.
- low expectations of progress and achievement.
- underdeveloped lesson planning and use of a narrow range of teaching approaches.
- insufficiently challenging tasks, for pupils of differing abilities so that they lack motivation.
- limited use of age appropriate learning resources.
- a slow pace to learning results in misbehaviour.
- inadequate use of assessments, including marking strategies appropriate to the child's stage of development.

84 The contribution of LSAs to teaching is developing appropriately. They know pupils well and make a positive contribution to learning, in particular through implementing structured programmes with individuals or small groups of pupils with ALN. Furthermore, practice is developing very well in those classes where the contribution of LSAs is well focused by teachers so that it is an integral feature of the lesson.

85 In general, members of staff establish good working relationships with pupils that foster learning. For example, this is evident during the 'enriched curriculum' sessions on Wednesday afternoons. Most teachers and LSAs are increasingly successful in promoting good behaviour, self-discipline and raising pupils' self-esteem.

86 Taken overall, the teaching staff has an appropriate range of subject knowledge and expertise. However, the wide variation in teaching indicates that both familiarity and competence in implementing Foundation Phase and skills based approaches is at a very early stage of development.

87 There are important shortcomings in the effectiveness of lesson planning. In general learning objectives are stated clearly but these are too often based on the content of schemes of work and do not take sufficient account of pupils' prior learning. In the most effective lessons the learning objectives are matched well to the pupils' stage of development and they are clearly communicated to them in terms that they understand.

88 In effective lessons a range of teaching and organisational strategies is used well to engage pupils. This is evident for example, in some KS2 lessons in physical education and in a KS1 class where literacy and numeracy skills are developed well in different contexts.

- 89 Teaching promotes equality of opportunity and addresses issues of gender appropriately. The LSA's play an increasingly effective role, for example in ensuring that pupils with ALN have equal opportunities in lessons.
- 90 In under-fives the promotion of bilingual skills is good. Overall, in KS1 and KS2 there is appropriate emphasis on meeting pupils' language needs in English but bilingual skills are seldom promoted consistently.
- 91 An important shortcoming in less effective lessons is the absence of sufficiently rigorous monitoring and review of pupils' progress. This results in tasks not being adapted in line with individual needs. For example, despite the grouping of pupils in classes by ability in KS2, this is particularly evident in some lessons in English and mathematics.
- 92 There is some good practice in the use of standardised assessments but there are important shortcomings in the rigour of assessment and its use in planning and improving pupils' learning.
- 93 In both key stages a programme of standardised assessments is systematically implemented in reading, writing and mathematics. In addition, Y4 pupils are assessed in reasoning skills. The data is collated electronically and individual pupil records to track progress and attainment in the core subjects of English, mathematics and science have been introduced. This information provides a good basis for setting targets, grouping pupils and planning the curriculum.
- 94 The arrangements to assess pupils' progress fairly, accurately and regularly in subjects and areas of learning other than the core subjects are at an early stage of development. Useful collections of work have been compiled in some subjects and plans are in place to extend this practice to all subjects.
- 95 The school meets statutory requirements for assessment and reporting. An appropriate baseline assessment is implemented in nursery and reception. The arrangements for assessment in these classes are implemented well and the results used appropriately to shape learning opportunities.
- 96 In both key stages the arrangements for end of key stage teacher assessments in the core subjects of the NC are appropriate. The results are carefully analysed and used to inform teaching in some classes. Teachers collaborate to ensure that end of key stage assessments in the core subjects accurately reflects NC criteria. A small sample of these assessments was scrutinised and found to be accurate. The Local Authority (LA) is proactive in moderating end of key stage teacher assessments and the arrangements are suitably robust.
- 97 Pupils' understanding of the purpose of assessment and their involvement in planning their own progress and improvement is at an early stage of development. There is little evidence of pupils being effectively involved in self-assessment strategies or setting their own targets for improvement. The school recognises that this is an area for development.
- 98 The school has a suitable policy for marking. This emphasises that marking should help pupils measure their progress towards the learning objectives of the lesson, and aid their understanding of how to improve and make progress. Although pupils' work is marked regularly, the quality of marking is inconsistent; in the best examples

comments focus pupils' attention on the learning, but too often marking is merely a comment on the pupils' efforts. In discussion, a sample of older pupils in KS1 demonstrated that they were unable to read their teacher's comments about their work and did not recall discussing their work with their teacher.

- 99 The arrangements for reporting pupils' attainment and progress to parents meet statutory requirements. End of year written reports provide suitable exemplification of progress in subjects and areas of learning and indicate areas for improvement. The use of a computer program to generate reports sometimes restricts both the style and content. In general, the sample of reports examined indicates a greater focus on the work children have covered rather than the standards they have achieved. Parents are given the opportunity to comment on the report and appropriate opportunities are arranged for them to discuss their child's progress.

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

Grade 3: good features outweigh shortcomings

- 100 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 2. Although the school is proactive in developing its curriculum to take account of national changes the inspection finds shortcomings in some key aspects of provision.
- 101 The school endeavours to provide equal access to a broad and balanced curriculum but its provision is not always successful in catering for the range of pupils' needs and interests. The school is inclusive and provides pupils of all abilities and social and economic backgrounds with equal access to the curriculum provided.
- 102 Schemes of work and policies are in place for all subjects, but the school is currently undertaking a major review of these to ensure that appropriate continuity and progression is in place throughout the school. Consequently the school is piloting new initiatives that currently have not had enough time to impact on standards.
- 103 The overall quality of educational provision for the under-fives is generally appropriate to their needs. Taken overall, children under-five enjoy a curriculum that is rich in creative and investigative experiences. This provision is beginning to incorporate and develop the Foundation Phase principles well.
- 104 Appropriate emphasis is placed on developing pupils' basic skills in English and mathematics. However, planning to promote key skills development, in literacy, numeracy and ICT, and to promote bilingual competence is not adequately structured.
- 105 The study of the culture and heritage of Wales through Y Cwricwlwm Cymreig is insufficiently developed. Some good opportunities are missed for pupils to study topics about Wales.
- 106 There are good links with parents who are made to feel welcome at the school. The school has strengthened these links, for example by continually informing parents of school activities and inviting them into school on occasions. Frequent letters home allow parents to be aware of their children's progress and of events in school.

- 107 Good features outweigh shortcomings in the provision to promote pupils' personal development, including their spiritual, social, moral and cultural development. An appropriate personal and social education programme (PSE) is implemented and through the introduction of a values curriculum the school seeks to provide pupils with a sense of right and wrong. It suitably encourages them to respect the talent and achievement of others. Arrangements for collective worship are appropriate but contrary to statutory requirements, not all pupils have access to this provision every day. The school seldom promotes spiritual development effectively and opportunities to promote cultural awareness are not always developed fully.
- 108 The enrichment of the curriculum is a strength of the school. To enhance pupils' personal and academic development the school provides a range of extra-curricular activities including flower power, rock climbing, film club and song writing. Experienced staff and visitors lead activities and this greatly adds to the enjoyment and interest of the pupils. They visit a number of places of interest in the locality and beyond, including Kingswood Outdoor Centre, Afan Lido, Riverfront Theatre and Gilwern Outdoor Centre.
- 109 The school's partnership with other schools and interested parties is good. It welcomes regular visits from a range of organisations that considerably enrich pupils' learning experiences. Good links are established with Fairwater High School where the majority of pupils transfer to at the end of KS2. The school also has mutually beneficial and effective links with an initial teacher training university and Pontypool College. It offers support, guidance and encouragement to a range of students placed at the school for short periods.
- 110 The extent to which learning experiences respond to the needs of employers and the wider community is generally limited. In particular, there are only a few links with local business and industry that promote pupils' awareness of the work place.
- 111 The school is proactive in combating social disadvantage and stereotyping and provides equality of access and opportunity across the full range of its provision.
- 112 Pupils' awareness of the need for sustainable development is well promoted through recycling, energy conservation and healthy eating projects. The school has an effective Eco Committee that meets regularly and the pupils indicate that they are involved fully in decision making.
- 113 The school provides a limited range of curricular opportunities to develop entrepreneurial skills and the skills to support economic development. Opportunities include a range of fundraising projects.
- 114 The schools' provision reflects well national priorities to promote lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

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

Grade 3: good features outweigh shortcomings

- 115 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 1. The inspection endorses the good features

in care arrangements and the school's recent success in managing pupils' behaviour, but finds shortcomings in the effectiveness of educational guidance.

- 116 The school manages the input of a range of care and support services well. This is evident in the advice and support drawn upon by the school where pupils have specific learning and behavioural difficulties and is reflected well in some areas of pastoral care.
- 117 The school is developing its partnership with parents, carers and employers. It works hard to engage parents and to take account of their views through, for example occasional questionnaires. An appropriate Home-School Agreement is implemented but many parents have not responded.
- 118 The school council is at an early stage of development. Although it provides a good forum for pupils of different ages to work together, to put forward ideas and opinions, and to contribute to decision making there is little evidence of the council's impact. Furthermore, in discussions members of the school council showed a limited understanding of their role.
- 119 The school has effective induction arrangements for pupils. These are well developed for the under-fives. Parents receive a comprehensive information pack, including an informative prospectus, and are invited to meet the staff to discuss arrangements for school and any concerns that they may have. The arrangements for later admissions and transfer between classes are appropriate.
- 120 Good transitional arrangements exist with the secondary school. These include visits to the school as well as the use of facilities for extra-curricular activities.
- 121 An appropriate programme of personal and social education is implemented. A number of professionals contribute well to this provision. Furthermore, a values curriculum is being developed in the school. Lessons offer positive guidance and provide valuable opportunities for pupils' to discuss relevant issues and concerns. However, the impact of this provision is not consistently reflected in the life and work of the school.
- 122 Attendance and punctuality are systematically monitored. The school secretary collates the information on a daily basis and rigorously oversees a first day response system. In this way the school seeks to maintain parental awareness of their responsibilities in helping to ensure good attendance and punctuality. Pupils' behaviour is systematically monitored and all incidents of inappropriate behaviour are duly recorded. The monitoring of pupils' performance is less well developed.
- 123 The school is diligent in assuring the healthy development, safety and well being of pupils. Appropriate risk assessment procedures are implemented to ensure a healthy and safe environment. Members of staff are trained in First Aid and some receive training in supporting particular conditions, for example epilepsy and diabetes.
- 124 The school has effective procedures to ensure the protection of children. Designated personnel receive appropriate training and ensure that information is disseminated fully and effectively to all staff and ensure a clear understanding of their

responsibilities in this area. The school works closely with appropriate agencies in this regard.

- 125 Strengths outweigh shortcomings in the provision for ALN. The arrangements in place are consistent with the principles and practices of the SEN Code of Practice. An appropriate register is maintained. For a pupil with a statement of SEN, support is in line with need and an appropriate annual review involving all relevant parties is implemented.
- 126 The school effectively diagnoses individual learning needs and all those placed on the register benefit from detailed IEPs that provide appropriate targets and step-by-step information, including resources, specific teaching points and strategies to be promoted. The co-ordinator works closely with teachers and LSAs to monitor progress, give specific guidance and manage regular reviews of IEPs that involve parents and carers, and supporting professionals when appropriate.
- 127 Where pupils receive support and learn through structured programmes, often provided in withdrawal groups outside their class, the majority make good progress. Skilled LSAs make a major contribution to their success. However, the effectiveness of provision in meeting the needs and targets identified in IEPs within the whole class setting is variable.
- 128 A particular feature is the support provided for pupils whose behaviour impedes their progress and that of others. Pupils identified with emotional and behavioural difficulties have individual behaviour plans (IBP). There is close collaboration with specialist services in implementing these plans and the school is proactive in involving parents and carers in implementing them. This provision results in a good measure of success in reintegrating disaffected pupils.
- 129 The school's provision takes appropriate account of pupils' backgrounds and needs. The relevant agencies assist the school to ensure appropriate levels of support are available when pupils have for example, linguistic difficulties and require additional help.
- 130 The school successfully promotes gender equality, with pupils given opportunities across the full range of curricular and extra-curricular activities provided.
- 131 The school makes every effort to model and promote good race relations across the school and ensures that there are equal opportunities for all pupils. Appropriate policies are in place and have been correctly applied when necessary. An appropriate race equality action plan is in place.
- 132 The arrangements to eliminate bullying and all forms of harassment are effective as a whole-school approach. Provision for supervision and monitoring any incidents are effective throughout the school. Several older pupils confirm that when poor behaviour occurs, especially on the playground, issues are catered for well.
- 133 Provision for disabled pupils and adults is good. The school has appropriate access to each building for all users and complies with the Disability Equality Scheme and has an appropriate policy in place. Pupils with a disability are able to access the full curriculum.

- 134 The school promotes respect for diversity positively, including good race relations. This is evident in displays around the school and in some of the themes chosen for assembly.

Leadership and management

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

Grade 3: good features outweigh shortcomings

- 135 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 2. From its inception the school has focused on strategic issues, for example improving behaviour and the revision of managerial structures. Curricular initiatives now being developed have not had sufficient time to become embedded and to impact on the shortcomings in standards identified in this inspection.
- 136 Good features outweigh shortcomings in the extent to which leadership provides clear direction through values, aims and targets that are fully understood by members of staff. The school's vision statement and aims are becoming established and the SDP provides an appropriate framework to focus the work of staff. There is evidence that the objectives to improve behaviour and discipline and develop a 'values' curriculum are having a positive effect but discussions with staff indicate that the effectiveness of the SDP in directing their work is currently limited.
- 137 In September 2008, a well considered management structure was implemented. A senior management team (SMT) was established, comprising the head teacher, the then acting deputy head teacher and three new staff appointments for teaching and learning responsibilities (TLR). The contribution of the SMT to strategic management is becoming established.
- 138 Members of staff are organised in seven teams, led by a TLR post holder, in order to develop the curriculum for the areas of learning. Practice is developing well in the team responsible for knowledge and understanding of the world. Effective leadership provides a clear sense of purpose and members of the team communicate a sense of ownership and a clear understanding of the work of their team. The corporate work of other teams is less well developed.
- 139 The school's aims indicate a strong commitment to promoting equality for all. This is evident in the ethos of inclusion that permeates the school but its stated aims are not yet consistently reflected across all areas of its work.
- 140 The school takes good overall account of national and local priorities. An appropriate transition plan is implemented with partner schools, there is strong emphasis on combating social and economic hardship, developing opportunities for life long learning and the school is committed to implementing fully both the Foundation Phase and the skills based curriculum. Furthermore, the school enthusiastically embraces initiatives promoted by the LA, for example the 'First steps' approach in writing and mathematics.

- 141 The school sets suitably challenging targets for the pupils' attainments at the end of KS1 and KS2. It was generally successful in meeting these targets in 2008.
- 142 The arrangements for teachers' performance management (PM) are in line with statutory requirements. The school compliments its PM arrangements for teachers with the review of the professional development needs for all members of staff.
- 143 Although these arrangements are well structured the strategic use of the information gained to improve individual performance, enhance the quality of provision and focus the SDP are at an early stage of development.
- 144 The GB is strongly supportive of the school and is appropriately informed about the initiatives being implemented by the staff to raise standards. Through discussion of key policies and documents, including the SIP, the GB is becoming more fully involved in shaping the school's strategic direction. They are suitably involved in making key financial decisions. The arrangements to monitor income and expenditure are sound.
- 145 The link role established between individual governors and members of staff responsible for areas of learning and other aspects of the school's work provide a good basis to enhance the GBs' contribution in monitoring the quality of education in the school.
- 146 The GB fulfils most of its statutory obligations but it falls short in its duty to ensure that all pupils have full access to a daily act of collective worship, to ensure appropriate details of its disability equality scheme are made known to parents, to ensure workforce remodelling is fully effective and to maintain class sizes in line with the requirements of the WAG.

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

Grade 4: some good features, but shortcomings in important areas

- 147 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 2. The inspection identified important shortcomings in the quality of evaluations and the effectiveness of planning for improvement.
- 148 The arrangements to involve members of staff in monitoring the performance of the areas for which they are responsible are good but their implementation lacks sufficient rigour. The quality of subject leader evaluations is widely variable. The analysis of data in the core subjects is a good feature with strengths and areas for development identified but practice in most other subjects is less well developed.
- 149 The arrangements made for self-evaluation provide scope to base conclusions on first hand evidence, for example the scrutiny of planning, pupils' work and information drawn from talking to pupils about their work. However, documentary evidence and discussions with staff indicate that these arrangements are not sufficiently effective.
- 150 The self-evaluation report identifies a number of good features in the school. It is based on inspection framework criteria but the text is often descriptive and areas for

improvement are not clearly stated. The inspection team was unable to endorse the school's judgements in any of the key questions. One grade lower was awarded in key questions one, three and five and two grades lower in key questions two, four, six and seven.

- 151 The school uses questionnaires appropriately to seek out the views of parents and community representatives. These provide an indication of opinion although the return rate is very low. The school council and eco committees provide a good basis to ensure that the views of pupils are taken into account.
- 152 The recently established staff teams linked to areas of learning, provide a good basis to ensure that staff are fully involved and understand the self-evaluation arrangements. Discussions with staff indicate wide variation in the extent and effectiveness of their involvement in self evaluation. Some contribute to evaluations of teaching and learning and all to discussions that identify strengths in provision and areas for improvement, but links between their findings and the SDP lack clarity.
- 153 The head teacher confirms that the SDP takes into account the findings of subject audits and that the SMT has a key role in identifying the priorities for inclusion. It is too soon to judge the effectiveness of the recently established SMT in this regard.
- 154 Although the SDP includes a suitable number of areas for improvement that reflect both the school's needs and national priorities, it does not provide sufficiently precise, measurable targets and although broad success criteria are identified the means of their achievement is not always clear. Consequently, its effectiveness as a tool to bring about improvement is limited.
- 155 The school ensures that resources allocated are adequate to implement developments, although the SDP objectives do not specify precise costs or indicate sources of funding. As a result, the governing body is unable to use the plan to allocate resources as efficiently as it could or to judge value for money.
- 156 A range of evidence indicates that actions taken since the formation of the present school have resulted in some measurable improvements. This is most evident in pupils' behaviour with a consequent reduction in exclusions and improved performance as shown in NC data. It is too soon to judge the success of other targets in the SDP. Since the previous inspections very limited progress has been made in resolving the issues identified. Important shortcomings remain in standards of achievement and in the rigour of the school's provision.

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

Grade 4: some good features, but shortcomings in important areas

- 157 The findings of inspection differ from the school's self-evaluation in that the school awarded this key question grade 2. Although there are examples of the effective use of resources, the inspection found important shortcomings in ensuring efficiency and value for money.
- 158 There are a sufficient number of qualified and experienced teachers and LSAs to meet the needs of the curriculum and cater for the number of pupils on roll. Support staff benefit from appropriate training and a number are well qualified.

- 159 Taken overall, teachers have sufficient subject knowledge and expertise. There are particular strengths in the under-fives, science and physical education but there are shortcomings in Welsh and music. The arrangements to monitor and support a newly qualified teacher are established in line with national guidance and are working well. The provision of instrumental tuition for a small number of pupils in KS2 impacts well on their standards of performance.
- 160 The administrative, catering and cleaning staff are valued members of the school team. They make an effective contribution to the smooth running of the school and ensure it provides a safe working environment. The interior of the school is clean and pupils are offered good quality healthy meals each day.
- 161 Taken overall, pupils have access to an appropriate range of learning resources that match the demands of their learning experiences. However, in some classes the practical aids for first hand learning, including ICT, are not always accessible. The range of fiction and non-fiction books is also limited and this reduces opportunities to develop independent reading and research skills.
- 162 The spacious accommodation provides a good setting for effective learning and teaching despite the constraints of two separate sites. Pupils benefit from the use of both hard surfaces and attractive grassed areas. Around the school only limited use is made of displays to celebrate pupils' achievements and engage their curiosity. The two halls provide well for physical education and whole school activities. There is ample storage space and former classrooms provide well for a range of purposes, including small group teaching, a playgroup, courses for parents and a base for supporting agencies.
- 163 The ratio of adults to pupils is good in all but the Reception class. The number of children in the reception class (39) exceeds the statutory guidance for maximum class sizes. The arrangements are inadequate given the number of teachers available in the school and reduce the efficiency and effectiveness of teaching.
- 164 The arrangements for workforce remodelling are not fully effective and procedures to review the impact on standards are not established. On the one hand the time given for teachers' preparation, planning and assessment (PPA) tasks is used well to provide an 'enriched' curriculum. The deployment of support staff, specialists and volunteers is very effective. However, the allocation to PPA time for teachers does not match the statutory equivalent of ten percent 'non-contact' time. The time allocated is fragmented as it is a combination of lesson and assembly time, and furthermore teachers undertake afternoon registration. In addition, a reasonable amount of time is allocated to enable senior teachers to carry out their responsibilities and the deployment of support staff ensures teachers are not required to undertake routine clerical and administrative tasks.
- 165 The organisation of the school day is appropriate but there is a lack of rigour in the use of lesson time in some classes with a consequent loss of learning opportunities. Examples include, lessons beginning late or finishing early and the limited use made of reading lessons and registration periods.
- 166 Recent investment ensures that the provision of ICT is good, including an ICT suite in the Junior building. Most classrooms have an interactive whiteboard and at least one computer available. However, the limited use made of ICT, including the suite,

indicates that its use as a tool for learning is not established. This reduces the efficiency and effectiveness of learning.

- 167 In some classes the role of LSA's is being developed well but on occasions, for example when pupils are withdrawn to work in small groups, this disrupts lessons. Furthermore, the current organisation of some lesson activities led by LSAs limits the involvement and oversight of teachers and this impacts on progress.
- 168 The recent restructuring of staff responsibilities, together with the introduction of TLRs and changes in organisation, impact on the deployment of staff and the formation of new staff teams. Some staff members have moved to different roles and not always in line with their previous experience. Although members of staff benefit from recent training in relation to national changes in the curriculum, a significant number state that they have not attended recent professional training relevant to individual needs. The programme for staff training is not closely enough linked to the SDP.
- 169 The SDP indicates that overall resources are suitably matched to the school's priorities for development. The SMT and governors take appropriate account of a range of information when planning provision.
- 170 Appropriate procedures to ensure 'best value' when making purchases are in place. Since the present school was established there is evidence of improvements in pupils' behaviour, in NC results and in some aspects of provision. This indicates recent improvement but taking account of limited success in resolving the issues identified in the previous inspections, together with the variable standards revealed by this inspection, the school does not provide value for money.

Standards achieved in subjects and areas of learning

Under-fives

Personal and social development, well-being and cultural diversity

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

- 171 Children develop good levels of self-confidence. The quality of relationships with adults and other children is good. Younger ones in particular show appropriate tolerance and affection towards their peers. Children learn to respond to reason and to show respect as they increase their understanding of what is fair and unfair. Both older and younger ones learn appropriate behaviour for different situations; the latter concentrate particularly well on a variety of tasks for short periods.
- 172 Children enthusiastically explore both indoor and outdoor environments, are confident in seeking help where needed and develop appropriate skills, as they experiment with new learning experiences, for example exploring bubbles. Secure routines, especially in the nursery, guide children well in taking turns, sharing resources and exercising self-control. All take appropriate responsibility for personal hygiene and safety and begin to understand that changes happen to their bodies such as when they exercise. Children participate enthusiastically in activities, for example table-top tasks and imaginative role play. They learn to treat plants, animals and artefacts with care and they respond positively to a variety of cultural and linguistic experiences, including celebrating festivals. Children in reception listen attentively to stories from the Bible and other faiths.

Shortcomings

- 173 There are no important shortcomings.

Language, literacy and communication skills

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 3: good features outweigh shortcomings

Good features

- 174 Both nursery and reception children's skills in speaking, listening and communication develop well, sometimes from a low base. Younger ones listen to and respond to instructions very well and, when given the opportunity, older ones confidently listen to recorded stories and handle books appropriately. Both older and younger children enjoy stories in a group. They have opportunities to hear traditional stories from Wales and around the world.

175 The majority of children confidently engage with adults, responding positively to questions. They express likes and dislikes clearly and have confidence in communicating their needs. In reception, children enthusiastically perform plays using puppets and begin to understand that text carries meaning. More able children know a wide range of words beginning with 'sh', for example shark and match words to pictures accurately. In other contexts both older and younger children perform a good repertoire of familiar songs and rhymes with enthusiasm. In the nursery they develop mark making skills well and on occasions in reception they use a suitable variety of mark making implements.

Shortcomings

176 In reception, children seldom choose to browse and listen to stories. Their use of mark making and early writing skills are insufficiently developed in the context of structured play.

Mathematical development

Nursery: Grade 2: good features and no important shortcomings
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Reception: Grade 3: good features outweigh shortcomings
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Good features

177 Both nursery and reception children make a sound start in understanding basic mathematical concepts and developing early numeracy skills. They count out loud and join in familiar number rhymes, songs and games with enthusiasm.

178 Children of nursery age explore how liquids behave by filling and emptying containers. They use terms such as 'full' and 'empty,' observe how water flows and begin to make comparisons. Older children in reception develop the concept of numbers one to ten well and begin to recognise the use of numbers in everyday contexts. The majority have increasing success in recognising and naming numbers one to ten. They show increasing understanding of patterns and readily identify common two dimensional shapes. More able children also recognise three dimensional shapes, for example cuboid, cylinder and cube.

179 Older children develop the concepts of more and less, bigger and smaller and begin to develop an appropriate understanding of one to one correspondence. They use mathematical language in appropriate contexts, match repeating patterns and develop a sound understanding of the purpose of money.

Shortcomings

180 In reception, children do not sufficiently consolidate early mathematical concepts in a sufficient range of practical activities, including mark making.

Welsh language development

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

- 181 Both nursery and reception children become familiar with everyday vocabulary in Welsh within daily routines. They respond well to greetings during registration and older ones are attentive when thinking about the weather. They show that they understand more words than they can speak and some begin to repeat familiar words, phrases and chants within daily routines. Older ones count to at least four and name colours with increasing accuracy. They show interest in the content of Welsh books and develop appropriate oracy and mark making skills in response to bilingual materials.

Shortcomings

- 182 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

- 183 Nursery children enthusiastically explore and experiment indoors and outdoors. They further their knowledge of foods through making pizza and correctly name some of the ingredients. Children enthusiastically engage in imaginative play, for example fishing and in this and other activities they demonstrate good knowledge of creatures that live in the sea. This was particularly evident when using ICT and sorting creatures in the water.
- 184 In reception, children talk enthusiastically about home and family and their experiences. They readily engage in role play in the 'police station.' They know about changes in the weather and develop awareness of changes in the seasons. They identify different textures and materials in the environment and through role-play demonstrate a good understanding that the builder uses cement to join bricks and that the joints must be staggered.
- 185 Children confidently name the main parts of their body, begin to use a variety of information sources, including the computer, and identify differences between materials. Older ones observe changes in ingredients through making cakes and biscuits for example.

Shortcomings

- 186 There are no important shortcomings.

Physical development

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 3: good features outweigh shortcomings

Good features

- 187 Children develop good awareness of their bodies and of their growth. They develop spatial awareness and move confidently around the classroom, hall and outdoor areas. In nursery they enthusiastically experiment with materials including different papers, sand and dough. In reception they make appropriate progress in fine manipulative skills through using small tools, such as crayons and scissors.
- 188 In indoor and outdoor activities both younger and older children respond well to adults. Most of the older ones in reception follow instructions to change direction and move with large steps well, for example. A few demonstrate awareness of the effects of exercise on their bodies. Both nursery and reception children have suitable opportunities to increase control of their bodies when engaging with a range of structured play resources in the indoor and outdoor areas.

Shortcomings

- 189 In reception, children do not sufficiently develop confidence and control of their physical skills in a wide enough range of contexts.

Creative development

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 3: good features outweigh shortcomings

Good features

- 190 Nursery children experiment with paint, glue, dough and a range of collage materials to good effect. For example, with appropriate guidance they produce pictures in the style of Paul Klee. They are encouraged to make choices, to respond to stories and to experiment with instruments. They enthusiastically join in with a range of songs within daily routines.
- 191 Reception children join in a good repertoire of rhymes and action songs. They decorate cakes with coloured icing with care and make a variety of imaginative models and pictures using a range of materials.

Shortcomings

- 192 In reception, children do not develop a sufficient range of creative skills.

English

Key stage 1: Grade 3: good features outweigh shortcomings
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Key stage 2: Grade 3: good features outweigh shortcomings
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Good features

- 193 Across the school pupils extend their vocabulary appropriately from a low base and gain confidence in speaking.
- 194 Many pupils in Y1 speak enthusiastically, for example when developing their thinking skills through discussing the characters in Cinderella. They understand events and characters in the story and some recall the sequence of events in other fairy stories. A majority of pupils in Y2 speak confidently and clearly, and use appropriate vocabulary when responding to questions. They express themselves competently when discussing their work.
- 195 The listening skills of many pupils develop well across both key stages. This is evident from the way that they listen to adults, use the listening stations during reading sessions and follow their teachers' instructions.
- 196 In KS1, most pupils recite the alphabet and know the sound and name of each letter. They are aware of alphabetical order and a few can use a dictionary. Most pupils slowly build up their reading, writing and spelling skills from a low base. All pupils use spelling journals as an aid when learning how to spell accurately. A few develop spelling skills well through using ICT programs.
- 197 Previous work indicates that more able pupils are beginning to write in structured sentences. They write about previous topics studied and steadily develop the skills of instructional and report writing.
- 198 Across KS2, pupils develop their literacy skills from a low base. In structured contexts the majority develop speaking and listening skills well. The more able pupils have a basic understanding of nouns, adjectives and verbs and readily identify these in different texts. All pupils use spelling journals appropriately to improve their skills.
- 199 A minority of pupils in KS2 are competent readers and use mainly word recognition strategies. A few use phonic strategies well. During reading sessions pupils develop their reading and comprehension skills appropriately through a variety of tasks including guided reading and research.
- 200 Previous work indicates that some pupils achieve good standards in a range of writing including well structured stories, poems, recounts, letters and factual texts.

Shortcomings

- 201 A significant minority of pupils in both key stages lack the skills to decode words and few use contextual cues to help them self-correct. Many are unsure of letter sounds and names and those gaining confidence in reading often read mechanically, lack fluency and expression and find it hard to read unfamiliar texts.

- 202 In both key stages, pupils do not engage with a wide enough range of texts in order to promote the development of speaking, listening, reading and writing skills.
- 203 The majority of pupils in both key stages have underdeveloped skills in spelling and writing. They do not develop the skills of writing in a sufficient range of contexts.
- 204 Across the school pupils do not progressively develop the skills of handwriting. The standard in handwriting is poor with incorrect formation of letters and very untidy presentation in many cases.

Welsh second language

KS1: Grade 4: some good features, but shortcomings in important areas
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KS2: Grade 4: some good features, but shortcomings in important areas
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Good features

- 205 Most pupils in KS1 respond appropriately to greetings and simple instructions in Welsh.
- 206 Many pupils in KS1 are beginning to learn basic vocabulary about themselves and can compose simple responses using Welsh phrases.
- 207 Most pupils in KS2 are beginning to pronounce Welsh words clearly and accurately.
- 208 Many pupils in Y3 and Y4 select appropriate answers to questions about their names, likes and dislikes by choosing from a given selection of prompts. Most use their limited knowledge of Welsh successfully when describing themselves.

Shortcomings

- 209 Most pupils' vocabulary is very limited in both key stages. There is insufficient progression in their acquisition of a range of Welsh words and phrases to allow them to develop their use of sentence patterns.
- 210 Few pupils across the school are able to sustain a simple conversation about their name, age and address.
- 211 Few pupils in KS2 write independently in Welsh. They are over-reliant on copying from examples provided by their teachers.
- 212 Very few pupils at KS2 read confidently and with sufficient accuracy from simple Welsh texts.
- 213 Across the school most pupils' ability to converse, read and write in Welsh does not develop in line with their age and capability.

Mathematics

Key stage 1: Grade 3: good features outweigh shortcomings

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

- 214 In Y1 and Y2, a majority of pupils develop simple number skills and record addition and subtraction operations appropriately. They complete sums with amounts to a pound and some understand place value including hundreds. They identify odd and even numbers and recall number bonds to 10.
- 215 The majority of pupils in Y1 and Y2 confidently name a range of two and three-dimensional shapes, including cube, cuboid, cylinder and pyramid. They have a developing understanding of the properties of shapes and the more able begin to recognise their properties and use this knowledge to correctly classify shapes. A few pupils confidently identify and sort two dimensional shapes using ICT.
- 216 The majority of pupils in Y3 and Y4 competently use a number square to identify multiples of 2, 5 and 10, and explain clearly the patterns they recognise. They appropriately extend their understanding of addition and subtraction, use 'counting on' strategies and begin to identify number relationships within 100s and 1000s.
- 217 The majority of pupils in Y5 and Y6 demonstrate a good understanding of place value. They show an increasing understanding of the equivalence of fractions and percentages. The majority are able to accurately collect and represent simple data using bar graphs.
- 218 In Y5 and Y6, the majority of pupils build up their numeracy skills steadily from a low base. They recall previous learning by going through the number table and reasonably confidently use this knowledge to multiply a four digit number by a single digit. The more able have quite a good understanding of the process, explain their work, use appropriate mathematical terms and multiply accurately.
- 219 Previous work indicates that by the end of KS2, the majority of pupils acquire appropriate skills in computation and a suitable understanding of number relationships and methods of calculation. They have opportunities to investigate shapes and their properties and to develop skills in measurement and applying mathematical formulae, for example in calculating perimeter and area.

Shortcomings

- 220 Across both key stages, most pupils do not have quick and accurate recall of number bonds and multiplication facts.
- 221 Many pupils in both key stages do not develop a secure understanding of appropriate mathematical concepts. This limits their ability to use and apply mathematical skills to solve everyday problems.

- 222 Many pupils in KS2 lack sufficient competence in a range of strategies for mental calculations and are not confident in explaining their methods of working.

Science

Key stage 1: Grade 3: good features outweigh shortcomings
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Key stage 2: Grade 2: good features and no important shortcomings
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Good features

- 223 A minority of pupils in KS1 clearly describe features and properties of selected materials and describe textures using suitable vocabulary, for example smooth, soft, and rough. They group materials according to set criteria accurately. Once identified they categorise and record their findings appropriately.
- 224 Previous work and discussions indicate that pupils have a developing knowledge of the human body, they name activities that keep you fit and identify that bread changes when toasted. A few recall the life cycle of a butterfly, name animals found in the garden and are beginning to understand how plants grow from seed.
- 225 In Y3 and Y4, most pupils confidently use a branching database to sort and classify materials. In practical investigations they successfully test the flexibility and strength of a range of materials and readily identify the everyday uses of different plastics, paper, metals and glass for example.
- 226 Previous work in Y3 and Y4 indicates that pupils apply scientific knowledge and develop investigation skills well, for example when building an electrical circuit and finding out about tooth decay.
- 227 In Y5 and Y6, most pupils name the different parts of a plant confidently, have a sound understanding of how plants reproduce and based on their experiments explain what happens when plants are grown in different environments. They have a good understanding of the conditions necessary for plants to grow and flourish.
- 228 Previous work in Y5 and Y6 indicates that most pupils have sound knowledge of life processes including the human body and life cycle. They are aware of what constitutes a healthy and balanced diet and are mindful of the importance of maintaining a healthy lifestyle.
- 229 By the end of KS2, most pupils have a sound understanding of the requirements for a fair test and use a range of scientific vocabulary in the correct context. They make simple predictions, for example when investigating pulse rate. Most pupils give sound explanations and demonstrate a good understanding of the importance of ensuring fair conditions and checking results against their prediction.

Shortcomings

- 230 In KS1, pupils' skills in posing scientific questions and conducting investigations are underdeveloped.

231 In KS1, pupils do not explore topics in science in sufficient depth. Their scientific knowledge and skills are underdeveloped.

232 There are no important shortcomings in KS2.

Information and communications technology
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Key stage 1: Grade 3: good features outweigh shortcomings
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Key stage 2: Grade 3: good features outweigh shortcomings
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Good features

233 In KS1, a minority of pupils use the mouse confidently to control events on-screen. The majority follow instructions and work through a graphics program with help. More able pupils use the menu and tools of the package skilfully and know how to amend their work using different options and tools.

234 In Y3 and Y4, pupils develop appropriate skills in word processing and demonstrate sound mouse control and keyboard skills when using for example, a range of programs to enhance their skills in literacy. The majority successfully uses a data base to sort and classify information in science.

235 Previous work in Y5 and Y6 indicates that most pupils are beginning to develop a greater range of word processing skills. They use the spell check effectively, successfully 'copy and paste' information and know how to conduct an internet search. In previous years the work of pupils in Y6 indicates sound skills in handling information and success in creating simple multimedia presentations.

Shortcomings

236 At KS1, most pupils' skills in saving, retrieving and printing their work are very limited.

237 In KS1, many pupils' basic keyboard and mouse control skills are underdeveloped and few acquire appropriate skills in word processing.

238 At KS2, a significant number of pupils do not acquire a sufficient range of ICT skills and few are able to work through programs with appropriate independence.

239 In KS2, most pupils' competence in word processing and presenting information are underdeveloped.

Design and technology

Key stage 1: Grade 3: good features outweigh shortcomings

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

Good features

- 240 In KS1, previous work indicates that some pupils are developing an awareness of the stages of the design process and make appropriate progress in acquiring a range of skills. When undertaking a variety of projects, they carefully consider the requirements of the finished product in their plans.
- 241 Pupils in KS1 use construction kits appropriately and speak enthusiastically about making fairy cakes, for example. Many pupils show good imagination in their designs for hand puppets. They use scissors carefully and demonstrate a range of simple joining skills when working with fabric.
- 242 In Y1, pupils develop the skills of sewing well. They join a variety of textiles and other materials using a simple running stitch, for example. Older pupils in Y2 work well with a range of recycled materials when making model vehicles and many show appropriate skills when joining sections of their models together.
- 243 Many pupils make good progress across KS2. Previous work indicates that they use information sources and disassemble existing products to inform their decisions. They research, design and make a variety of products well, including talking monsters, torches, moving toys and lifting bridges.
- 244 Across KS2, pupils' skills in designing, making and evaluating products develop very well. They are competent in a range of shaping and joining skills, and through using a range of flexible and rigid materials; they show good progression in their making skills. They use electrical circuits with simple switches to illuminate bulbs and activate motors. They use pneumatic systems imaginatively to control moving parts. In Y5 and Y6, many pupils confidently use ICT to control lights and motors in their products.
- 245 By the end of KS2, many pupils develop a good understanding of fitness for purpose. They propose four alternatives at the design stage and select the one that best satisfies their design criteria. They evaluate their plans, select the most appropriate materials and test finished products against their original design brief.

Shortcomings

- 246 In KS1, pupils' skills in using an appropriate range of tools are limited.
- 247 The ability of many pupils in KS1 to describe the stages of designing and making, and the importance of evaluation is underdeveloped.
- 248 There are no important shortcomings in KS2.

History

Key stage 1: Grade 3: good features outweigh shortcomings

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

- 249 In KS1, pupils begin to develop an appropriate sense of chronology, for example through considering their own development and comparing photographs and artefacts. Previous work indicates that pupils begin to explore events and aspects of the lives of people in the past. For example, they find out about Florence Nightingale and Guy Fawkes.
- 250 In Y3 and Y4, pupils acquire a sound knowledge of Roman times and in a recent topic they make comparisons between the lives of rich and poor people in Stuart times.
- 251 In Y5 and Y6, pupils begin to use primary and secondary sources to find out about the development and decline of a local canal.
- 252 Pupils' work indicates that in previous years those in Y5 studied the Second World War and researched the lives of Anne Frank, Winston Churchill and Adolf Hitler, for example. They present their work well in an assortment of styles. Examples include newspaper articles from VE Day and displays of Anderson shelters.

Shortcomings

- 253 In both key stages, pupils have a limited understanding of important historical events and of the chronology of key periods that shaped society in Wales and Modern Britain.
- 254 Pupils in both key stages seldom study historical topics in sufficient depth; their enquiry skills are underdeveloped and they seldom produce well researched accounts.
- 255 Pupils in KS2 make insufficient use of historical sources and artefacts. Their skills in understanding primary and secondary evidence and understanding of how these can be interpreted in different ways is underdeveloped.

Geography

Key stage 1: Grade 3: good features outweigh shortcomings

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

- 256 Pupils in KS1 have a developing knowledge of place. Many confidently name features in the school and the local environment and observe changes in the weather. A few use appropriate positional language when following routes and directions.
- 257 In KS1, a few pupils correctly find Wales on a map and name the countries that make up the UK. Most know that they live in Cwmbran and identify features in the locality including the school and other prominent local buildings, such as the 'power station,' from the satellite picture displayed.
- 258 In Y3 and Y4, many pupils use appropriate geographical vocabulary when comparing the shops in Fairwater with those in Caerleon. They devise a questionnaire and use the information gained to make comparisons.
- 259 In Y5 and Y6, pupils study Cardiff and a village in India. Most pupils show good awareness of different types of pollution and make comparisons between the differing environments. Some pupils show good skills in reading maps and using the key.

Shortcomings

- 260 In both key stages, pupils' knowledge of physical and human features and their skills in using and interpreting maps are underdeveloped. Their knowledge of appropriate geographical terms is limited.
- 261 In KS2, pupils' understanding of different localities in Wales and further afield is underdeveloped. They lack sufficient skills in gathering evidence, forming conclusions and answering geographical questions.
- 262 Pupils in both key stages do not sufficiently develop the skills of geographical enquiry and seldom develop their studies in sufficient depth to enable them to make comparisons and draw conclusions.

Art and design

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

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

Good features

- 263 Across both key stages pupils develop an appropriate range of artistic skills using a wide variety of media and materials. From an early age pupils use sketch-books well

to record initial drawings and ideas. Previous work in KS2 indicates that pupils develop artistic skills well in different contexts, for example a study of 'Big Pit' in history.

- 264 Pupils in KS1 handle materials and equipment confidently to create imaginative drawings, painting and collages. They show good awareness of texture and colour in their work. When using paint many pupils develop a sound understanding of primary colours and of the possibilities available through colour mixing.
- 265 In KS1, many pupils develop the skills of sketching 'real life' objects well. For example, through sketching different fruits. They discuss the work of different artists, for example Giacomo Balla. In response to his picture called 'Street Light' many pupils successfully emulate his style and use light and dark tones well in their own pictures.
- 266 In KS2, pupils produce imaginative and lively work using a variety of media. For example, through working with Tom Maloney, many capture perspective well and some create 'forms' within other shapes.
- 267 Previous work indicates that pupils in KS2 study the work of 'still life' artists such as Augustus John and Cezanne. The majority successfully emulate the styles and techniques observed.
- 268 Displays show the good achievement of Y6 pupils in previous years. For example, in researching, designing and making well produced headdresses and using techniques such as print rolling to portray movement in their art work.

Shortcomings

- 269 There are no important shortcomings.

Music

Key stage 1: Grade 3: good features outweigh shortcomings
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Key stage 2: Grade 3: good features outweigh shortcomings
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Good features

- 270 When singing a favourite song, for example during whole school occasions, the majority of pupils perform with enthusiasm and show a good sense of rhythm and diction.
- 271 In KS1, the majority of pupils clap a steady beat and accurately copy a repeated pattern. They enjoy making different sounds and competently use their voices, hands and feet to repeat simple rhythms. The majority enjoy performing and are beginning to appraise their own work and that of others.
- 272 In KS2, the majority of pupils work effectively in pairs, using tuned percussion instruments, to develop their compositions. They control the instruments well to vary the dynamics and tempo of their pieces. Most listen appreciatively to one another's

performance and make simple evaluations of its strengths and points for possible improvement.

- 273 Across the key stage, the majority of pupils are enthusiastic about performing their compositions to an audience.
- 274 A number of pupils benefit from the instrumental tuition the school offers including violin, percussion and brass. Pupils also enjoy making music on special occasions in school and out in the community. Visiting musicians such as the Song Writer and the Community Music Officer help to engage learners in practical music making, enhancing their standards of achievement.

Shortcomings

- 275 The standard of whole school singing, for example in assemblies, is widely variable.
- 276 In KS1, pupils' skills in performing, composing and appraising are at a very early stage of development.
- 277 Pupils in KS1, seldom experiment with tuned and un-tuned instruments to create their own music using a range of sound sources. Their skills in distinguishing between musical elements and their knowledge of different musical sounds are insufficiently developed.
- 278 Across KS2, the standard of pupils' musical skills is limited. Their competence in all aspects of music is at an early stage of development.

Physical education

Key stage 1: Grade 3: good features outweigh shortcomings
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Key stage 2: Grade 3: good features outweigh shortcomings
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Good features

- 279 In KS1, pupils take part enthusiastically in dance and in outdoor games. All are eager to engage in warm-up games and can explain why they become out of breath after exercise.
- 280 The majority of pupils in KS1 listen carefully to instructions and respond without delay. They are aware of the importance of changing into appropriate clothes for physical education lessons and of wearing appropriate footwear in outdoor sessions.
- 281 In a warm-up session, many KS1 pupils demonstrate good skills when matching the movement of their bodies to the beat of a tambourine. When learning a Welsh dance, although a minority showed confusion over right and left, most pupils could perform steps, turns and claps correctly.
- 282 In outdoor games, many older KS1 pupils throw with appropriate control underarm, with the most able stepping into the throw for increased power. Although most pupils

can confidently catch a beanbag thrown directly to the hands, only a few are quick to adjust the position of their hands to catch when necessary.

- 283 In Y3 and Y4, most pupils work hard to achieve good control in gymnastic movements. They create imaginative sequences by linking three distinct body shapes with transitional movements. They set out large apparatus carefully and many develop their movement sequences to suit the levels and surfaces of the apparatus.
- 284 Pupils in Y3 and Y4 practice throwing and catching when working individually, in pairs and in small teams. A minority of pupils progress to delivering accurate chest passes with good pace.
- 285 In Y5, pupils receive swimming lessons at the local swimming pool. All pupils gain in confidence and water safety. Nearly all pupils can swim at least 25 metres by the end of the swimming programme.
- 286 In Y5 and Y6, many pupils use their good skills in throwing and receiving balls when playing team games that they have devised. They show good understanding of the need for games to have rules and of the importance of fair play.
- 287 In Y6, most pupils show good understanding of the need for control and are beginning to improve and refine their gymnastic movements.

Shortcomings

- 288 The skills of many KS1 pupils to throw and catch confidently and accurately are underdeveloped.
- 289 Pupils in both key stages pay insufficient attention to evaluating the quality of their own work and that of other pupils. Consequently they are insufficiently aware of how they can improve.
- 290 In gymnastics sessions, few KS2 pupils choose to work at different levels and their work lacks originality as a consequence.
- 291 About half of KS2 pupils do not demonstrate good body tension when practising body shapes, so that shapes sometimes lack clarity. Few pupils dismount well from apparatus. They do not show good technique by absorbing impact and rarely adopt a balanced finishing position.

Religious education

Key stage 1: Grade 3: good features outweigh shortcomings
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Key stage 2: Grade 3: good features outweigh shortcomings
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Good features

- 292 In both key stages pupils develop an increasing knowledge and understanding of the beliefs and practices of Christianity and of the Jewish and Muslim faiths.

- 293 Most children in KS1 listen attentively to stories from the Old and New Testaments and begin to understand, for example that celebrating Advent reflects the importance of Jesus to Christians. They have opportunities to learn about Ganesha, the Hindu Lord of Success, and have made Diwali lamps and Rangoli patterns.
- 294 In Y3 and Y4, many pupils begin to develop their understanding of the ways Christians follow Jesus' teaching.
- 295 In Y5 and Y6, they have a developing knowledge of the features of places of worship based on their local communities. They compare the features of churches, chapels and the Mosque and have a developing understanding of the role of religious leaders and the characteristics of worship. Older pupils know stories from the Old Testament, and are beginning to understand the links between Christianity and other faiths. They have also had opportunities for reflection and to write prayers.
- 296 In KS2, some older pupils know that the New Testament contains stories about the life of Jesus and correctly explain the moral lesson of parables, for example the Good Samaritan.
- 297 Pupils' previous work in KS2 indicates that they learn about religious festivals, including Easter, Pentecost and Divali and that they have studied biblical figures, for example Noah.

Shortcomings

- 298 Across the school pupils have limited understanding of the importance of religious belief and customs in the lives of believers and seldom reflect sufficiently upon the value of relationships or consider their position in the worldwide family.
- 299 In KS1, many children are unable to use simple religious vocabulary appropriately when describing what is special about festivals and celebrations in Christianity and other world religions.
- 300 In both key stages, pupils' sense of enquiry and curiosity is not sufficiently developed, in order for them to ask questions about religious beliefs and customs.

School's response to the inspection

- 301 The Head teacher, staff and governors have considered carefully the content of the inspection report. It is pleasing to note that the inspection team recognised many good features such as:
- The school is diligent in assuring the healthy development, safety and well being of all pupils.
 - The behaviour and attitudes of pupils are good, ensuring that their personal, social and moral development is good.
 - Members of staff establish good working relationships with pupils.
 - The provision for under-fives is a good feature of the school.
 - In both key stages the 2008 NC results represent an improvement in performance with a good measure of value added.
 - The GB is strongly supportive of the school.
 - The Enriched Curriculum on Wednesday afternoons is a particularly strong feature of the school
 - The school's partnership with the community, parents and other schools is good.
 - The school's leadership has focused well on strategic issues.
 - A range of evidence indicates that actions taken since the formation of the present school have resulted in some measurable improvements.
- 302 The school will work in partnership with the LA to address the recommendations of the report through a whole school improvement plan with clear and specific targets and success criteria.
- 303 The Head teacher, staff and GB will continue to be committed to ensuring that all our pupils receive the best possible education.

Appendix 1

Basic information about the school

Name of school	Blenheim Road Community Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Blenheim Road, St Dials, Cwmbran, Torfaen.
Postcode	NP44 4SZ
Telephone number	01633 484655/775052

Head teacher	Mr Ceri Watson
Date of appointment	1 st September 2007
Chair of governors/ Appropriate authority	Councillor Jeff Williams
Registered inspector	Mr Michael T. Ridout
Dates of inspection	12 th – 15 th January 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	25	39	35	39	39	38	41	41	297

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	2	12.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.9 : 1
Pupil: adult (fte) ratio in nursery classes	1 : 8.3
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	27.2
Teacher (fte): class ratio	1.13 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	84.3	88.3	92.4
Summer 2008	79.4	91.5	91.6
Autumn 2008	77.8	90.2	92.1

Percentage of pupils entitled to free school meals	42%
Number of pupils excluded during 12 months prior to inspection	10

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008						Number of pupils in Y2:		40	
Percentage of pupils at each level									
			D	N	W	1	2	3	
English:	Teacher Assessment	School	-	-	-	7.5	55	37.5	
		National	0.2	0.1	3.5	13.8	63.0	19.4	
En: speaking and listening	Teacher Assessment	School	-	-	-	5.0	30.0	65.0	
		National	0.2	0.1	2.4	10.7	62.8	23.8	
En: reading	Teacher Assessment	School	-	-	-	12.5	52.5	35.0	
		National	0.2	0.1	4.1	14.9	55.2	25.5	
En: writing	Teacher Assessment	School	-	-	-	17.5	52.5	30.0	
		National	0.2	0.1	4.8	15.9	67.8	11.3	
Mathematics	Teacher Assessment	School	-	-	-	14.0	86.0	-	
		National	0.2	0.1	2.0	10.9	65.2	21.6	
Science	Teacher Assessment	School	-	-	-	-	95.0	-	
		National	0.2	0.1	1.6	8.5	66.3	23.4	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment				
In the school	90.0		In Wales	80.7

D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.
 N represents pupils not awarded a level for reasons other than disapplication.
 W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.
 N.B. The general expectation is that the majority of 7 year olds will attain level 2.

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2008						Number of pupils in Y6		55		
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School	-	-	-	-	-	29.0	56.0	15.0
		National	0.2	0.1	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	-	-	-	-	-	24.0	58.0	18.0
		National	0.2	0.1	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	-	-	-	-	-	7.0	58.0	35.0
		National	0.2	0.1	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment				
In the school	65.5		In Wales	75.5

D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.
 N represents pupils not awarded a level for reasons other than disapplication.
 W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.
 N.B. The general expectation is that the majority of 11 year olds will attain level 4.

Appendix 4

Evidence base of the inspection

Six inspectors, together with the school's nominee, spent the equivalent of 19 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 60 lessons or part lessons, across areas of learning and NC subjects;
- registrations, assemblies and acts of collective worship; and a range of extra-curricular activities;
- the class timetables during the inspection included relatively few lessons in most foundation subjects. As a consequence subject judgements take account of standards in previous work and evidence drawn from discussions.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- the head teacher, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council and eco committee; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 11 responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the head teacher and the senior management team, the staff and governors. Representatives of the local education authority attended the meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Under-fives.
Mrs. Millicent Phillips Team inspector	Key Question 2: How effective are teaching, training and assessment? Key Question 5: How effective are leadership and strategic management? English; geography and art.
Mrs. Helen Turner Team inspector	Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? AEN aspect of KQ4. Science; information and communications technology and history.
Mr. Chris Dolby Team inspector	Assessment aspect of KQ2. Key Question 6: How well do leaders and managers evaluate and improve quality and standards? Welsh second language; design and technology and physical education.
Mr. Stuart Telling Team inspector	Key Question 4: How well are learners cared for, guided and supported? Key Question 7: How efficient are leaders and managers in using resources? Mathematics; music and religious education.
Mr. John Foley Lay inspector	Aspects of Key Questions: 1, 3 and 4.
Peer Assessor	None was appointed by Estyn
Mr. Ceri Watson Head teacher and nominee	Liaison with inspectors, attending meetings of the inspection team and the school's response.

Contractor

The Contractor for this inspection was:

Baker-Phillips Educational Communications Ltd. Oaks Lea, Higher Knolton, Overton.
 Wrexham. LL13 0LF

Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.