

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

**A Report on the Quality of Education in**

**Crumlin High Level Primary School  
Commercial Road, Crumlin,  
Newport, NP11 4PX**

**School Number: 6762093**

**Date of Inspection: 01/07/08**

**by**

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Crumlin High Level 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 Crumlin High Level Primary School took place between 01/07/08 and 03/07/08. An independent team of inspectors, led by Stephen Dennett 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	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. Crumlin High Level Primary School is a traditional Welsh valley community school, serving the community of Crumlin near Newbridge. The social and economic backgrounds of pupils are neither advantaged nor disadvantaged, although there is some significant social deprivation in the area around the school. Around five per cent of pupils are eligible for free school meals, which is below the national average. Children's attainment on entry to the school is below the local education authority (LEA) and national averages.
2. The school provides education for pupils aged two to eleven. Around eighteen per cent of the pupils have been identified as having additional learning needs (ALN) but no pupils have statements of special educational need. No pupils speak English as an additional language (EAL) or speak Welsh as a first language. One pupil is 'looked after' by the LEA and no pupils are from ethnic minorities. At the time of the inspection, there were 168 pupils on the school's roll. In addition, 23 children attend the nursery for the mornings only. The number on roll has fallen since the school was last inspected in June 2002.
3. The school has achieved a number of awards, including the Basic Skills Award, Investors in People and the Healthy Schools Scheme.

### The school's priorities and targets

4. The school's vision is *'to develop learners who are independent and ready for a challenge'*.
5. The school has set a number of targets in its current improvement plan, which include:
  - improving the use of self-evaluation to raise standards in provision for additional learning needs
  - improving standards in teaching and learning
  - implementing the skills-based curriculum in September 2008
  - further developing the school building and environment
  - raising standards in geography at both key stages
  - developing independent writing skills
  - improving the leadership and management skills of middle managers.

## Summary

6. Crumlin High Level Primary School is an improving school and its good features outweigh its shortcomings. Pupils make good progress overall and achieve good standards by the end of year 6. The school is successful in providing a secure, caring environment. The school is well-led by the headteacher, who has secured significant improvements since taking up her post in February 2007.
7. The education the school provides meets the needs and range of pupils appropriately. Its promotion of pupils' well-being is good.

### Table of grades awarded

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

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.

### Grades for standards in subjects inspected

Subject	Key Stage 1 Grades	Key Stage 2 Grades
English	2	2
Science	3	3
Geography	3	3
Art	2	2
Music	2	2

9. During the time of the inspection, standards of achievement in the 32 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	69%	25%	6%	0%

10. Pupils' progress has good features that outweigh shortcomings in years 1 to 4. Progress in years 5 and 6 is good with no important shortcomings. Pupils achieve the learning targets set by teachers. Pupils generally succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. They are appropriately prepared for the next phase of their education. However, there are shortcomings in pupils' information and communication technology (ICT) skills, which impede their progress in this area.
11. The school regularly meets its targets and has set appropriately challenging targets for 2009. Pupils' key skills have good features that outweigh shortcomings. Their literacy and numeracy skills are good, but there are shortcomings in their ICT and bilingual skills.
12. In the 2008 national assessments at key stage 1 standards were in the lowest 25 per cent in English compared with schools with a similar number of pupils eligible for free school meals. It was in the lower 50 per cent when compared with all primary school in Wales. In mathematics and science, standards were in the lower 50 per cent compared with similar schools. Compared to all primary schools, standards were in the upper 50 per cent in mathematics, but the lower 50 per cent in science. The proportion of pupils achieving at least level 2 in English, mathematics and science (the core subject indicator) was in the lower 25 per cent compared to similar schools, but just below the median compared to all schools.
13. At key stage 2 in the 2008 teacher assessments, standards were in the top 50 per cent in English compared with similar schools and in the top 25 nationally. In mathematics and science, standards were in the lower 50 per cent compared with similar schools, but in the upper 50 per cent compared nationally. The core subject indicator shows the school to be in the top 50 per cent compared with similar schools and all Welsh primary schools.
14. The overall trend at key stage 1 is downward, but over the past three years results have been above the national average. At key stage 2, standards declined sharply between 2002 and 2007 and the three-year average shows standards to be in the lower 50 per cent nationally. However, there was a significant improvement in results between 2007 and 2008 and standards are now above average.
15. Pupils' personal and social skills are mostly good. Learning skills are appropriate and at an early stage of development. They are well motivated in most classes and work productively. Pupils behave responsibly and show respect for others. They understand what is expected of them and are considerate, courteous and relate well to each other and adults. No pupils have been excluded in the past academic year.
16. Pupils achieve good levels of attendance. The average attendance for the three terms before the inspection was 94 per cent, which is above the national and LEA averages. Registration arrangements meet Welsh Assembly Government (WAG) guidelines. Pupils are punctual and the school day starts promptly.
17. Pupils' capacity to work independently is developing, but this is hindered by lack of challenge for all abilities. Pupils' spiritual, moral, social and cultural development is good overall. Pupils have a good understanding of their own Welsh culture and are developing appropriate understanding of cultural diversity through studies of African countries and their cultures.

## The quality of education and training

### Grades for teaching

18. The quality of teaching in the 32 lessons observed during the inspection was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	62%	31%	6%	0%

19. Good relationships are a major strength in the school. This has a positive effect on the pupils' attitudes to work and their readiness to apply themselves to their tasks. Most teachers have appropriate subject knowledge, but a few are not familiar with recent developments in their field. The quality of teaching for the under-fives is consistently good.
20. On the whole, lessons are well planned, although some inconsistencies exist between classes. However, planning is not always sufficiently precise and effective enough in taking account of day-to-day assessments and adapting tasks to suit all abilities. Generally teaching and the ethos of the school promotes equality of opportunity, but the school is aware of its need to adapt its teaching styles to suit both boys and girls, especially where assessments indicate a significant difference between their achievements.
21. Overall, the rigour of assessment and its use in improving pupils' learning is developing and has good features that outweigh shortcomings. Using a range of assessments procedures and tests, the school is developing a comprehensive system for tracking individual pupils' progress. The school has started involving the pupils more in the process of assessment, but their understanding of what they need to do and setting their own targets is limited. Annual written reports meet statutory requirements but some comments are too generalised and more subject rather than pupil specific.
22. The curriculum is broad and relevant. It ensures coherence, continuity and progression and it meets the needs and range of pupils well. The curriculum meets statutory requirements and the recommended times for each key stage. The schemes of work indicate programmes of activities but are insufficiently developed to allow equal opportunities and challenge for all pupils. A strong aspect throughout the school is the successful promotion of pupils' personal development, including spiritual, moral, social and cultural development. The school makes a good contribution to the well-being of all pupils. The parents' and teachers' association (PTA) is active. Provision for the *Y Cwricwlwm Cymreig* is generally good in most of the subjects inspected ensuring that pupils have a developing knowledge of their Welsh heritage and its traditions.
23. The opportunities available for pupils to develop their knowledge, skills and understanding of work-related issues has good features that outweigh shortcomings. The school successfully promotes an ethos where all children, regardless of their background or circumstance, are encouraged to reach their potential. The promotion of entrepreneurial skills across all year groups is good. Education for sustainable development is also good. The curriculum successfully reflects the school's priorities for life-long learning and community regeneration.

24. Relationships with parents have good features that outweigh shortcomings and mainly positive responses were received at the meeting prior to the inspection. However, a few parents felt they could be kept better informed about their children's progress. There is a suitable induction and support programme in place that help pupils settle in quickly when entering nursery. There are good procedures for monitoring pupils' punctuality, attendance and behaviour, but shortcomings in the monitoring of their performance. Procedures to ensure pupils' safety and wellbeing are well established.
25. The provision for additional learning needs (ALN) is of good quality overall. Procedures for identifying individual learning needs are effective. All pupils in key stages 1 and 2 on the school's ALN list have their own individual education plans (IEPs). The overall provision is managed well by the co-ordinator. Support in class is by class teachers and learning support assistance (LSAs) during the afternoons. However, provision is inadequate as there are no LSAs in key stage 2 to offer further support for targeted pupils, especially boys. There is good support for pupils whose behaviour could potentially impede their progress.
26. The school has a good record of participation in the 'Healthy Schools' project and promotes a healthy life-style effectively. The personal and social education (PSE) programme is used to promote a range of personal, health and welfare issues well. Clear policies exist on race equality, equal opportunities and diversity. However, the school has not yet effectively adapted the curriculum to ensure equal access for boys and girls. Multi-cultural themes are promoted appropriately. The awareness of the importance of racial equality is developed through PSE, assemblies and the appropriate range of reading material.

### **Leadership and management**

27. The headteacher leads the school well and is fully committed to improvement. The initiatives she has put in place are now successfully moving the school forward after a period of decline. Other leaders and managers are beginning to develop their management roles, but are not yet fully effective in participating in the overall management of the school.
28. The school takes appropriate account of national priorities. Performance management is conducted appropriately and teachers' targets reflect both the school's priorities and the professional development needs and interests of individuals. However, some teachers do not have up-to-date teaching skills and are in need of professional development to address this shortcoming. The governing body is supportive of the headteacher and staff and effective in executing its duties. All statutory requirements are met.
29. All those who provide education are actively involved in the self-evaluation process and systems are good. Staff, pupils, parents and governors are consulted and their views sought and discussed fully. The school self-evaluation report is a well-researched document which effectively identifies its strengths and areas for development. The inspection team agreed with the school's evaluation in key questions 1, 2, 3 and 6. In key question 4, the team awarded a higher grade than the school and in key questions 5 and 7 it awarded a lower grade. The information gathered through self-evaluation is used effectively to direct strategic planning. Areas identified as being in need of improvement are included as targets in the school improvement plan (SIP). The

school has recently made good progress in addressing the issues raised by the last inspection.

30. Staff, accommodation and resources have good features that outweigh shortcomings. Generally the school has a team of well-qualified teachers. However, class sizes are well above the national and LEA averages and the number of support staff throughout the school, but especially in key stage 2, is inadequate. Overall, the school is well resourced which enables pupils and staff to gain access to appropriate equipment but deficiencies in classroom ICT resources and the lack of interactive whiteboards has a marked effect on the range of teaching tools available for teachers to stimulate and motivate young children in their teaching. The school has recently invested a large sum of money in sustaining and improving its elderly buildings to meet the demands of a changing and modern educational scene.
31. In general, resources are matched appropriately to the school's needs. This is particularly evident in the recent work carried out on its accommodation and in the overall quality of its resources for the pupils. The school is also very aware of its need to review its staffing, especially that of teaching support. Finances are managed well by the clerical staff, the headteacher and the governing body. The school now gives good value for money. This is borne out by the recent improvement in standards made by pupils in year 6, by the clear improvements in its accommodation and in the strong and positive leadership of its headteacher.

## Recommendations

32. In order to further raise standards and improve provision, the school needs to:
  - R1 Raise standards in science and geography.\*
  - R2 Develop the leadership and management roles of middle managers, especially in the monitoring of standards, teaching and learning and make better use of assessment information to identify areas for improvement.\*
  - R3 Improve provision and planning for ICT to ensure that pupils have sufficient time to develop their communications skills and further raise standards.\*
  - R4 Improve the curriculum and teaching methods to better meet the needs of boys' learning styles and thereby narrow the gap between their performance and that of girls.\*
  - R5 Improve the provision of support staff, especially in key stage 2, to ensure that pupils' additional learning and other needs are adequately supported.\*

*\* The school has already identified aspects of the recommendation in its improvement plan.*

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

33. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
34. During the time of the inspection, standards of achievement in the 32 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	69%	25%	6%	5

35. The pupils' overall standards of achievement in the lessons observed are below the WAG target for 2010 set out in 'Vision into Action' which states: *'the quality of learning assessed by Estyn to be grade 3 or better in 98 per cent of classes'*.
36. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.
37. In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1 Grades	Key Stage 2 Grades
English	2	2
Science	3	3
Geography	3	3
Art	2	2
Music	2	2

38. Pupils' progress has good features that outweigh shortcomings in years 1 to 4. Progress in years 5 and 6 is good with no important shortcomings. Pupils achieve the agreed learning goals set by teachers. The school regularly meets its targets and has set appropriately challenging targets for 2009.
39. Pupils generally succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. They are appropriately prepared for the next phase of their education. However, there are shortcomings in pupils' ICT skills, which impede their progress in this area. Also, girls regularly out-perform boys at both key stages and as yet there is little evidence that the gap is being closed.
40. Pupils' key skills have good features which outweigh shortcomings. Their literacy and numeracy skills are good throughout the school. Pupils' personal and social skills are good. Their problem-solving and independent skills are developing well. Pupils' creative skills are good at both key stages. Pupils' ability to work with others is good, but pupils' ability to improve their own learning is underdeveloped.

41. Overall, pupils do not constantly use Welsh readily in their lessons to develop competency and confidence in the language. When it does occur some pupils can use their speaking skills appropriately.
42. In the 2008 national assessments at key stage 1 standards were in the lowest 25 per cent in English compared with schools with a similar number of pupils eligible for free school meals. It was in the lower 50 per cent compared with all primary school in Wales. In mathematics and science, standards were in the lower 50 per cent compared with similar school. Compared to all primary schools, standards were in the upper 50 per cent in mathematics, but the lower 50 percent in science. The proportion of pupils achieving at least level 2 in English, mathematics and science (the core subject indicator) was in the lower 25 per cent compared to similar schools, but just below the median compared to all schools.
43. At key stage 2 in the 2008 teacher assessments, standards were in the top 50 per cent in English compared with similar schools and in the top 25 nationally. In mathematics and science, standards were in the lower 50 per cent compared with similar schools, but in the upper 50 per cent compared nationally. The core subject indicator shows the school to be in the top 50 per cent compared with similar schools and all Welsh primary schools.
44. The overall trend at key stage 1 is downward, but over the past three years results have been above the national average. At key stage 2, standards declined sharply between 2002 and 2007 and the three-year average shows standards to be in the lower 50 per cent nationally. However, there was a significant improvement in results between 2007 and 2008 and standards are now above average.
45. Pupils' personal and social skills are mostly good. Learning skills are appropriate and at an early stage of development. They are well motivated in most classes and work productively. Pupils behave responsibly and show respect for others. They understand what is expected of them and are considerate, courteous and relate well to each other and adults. No pupils have been excluded in the past academic year.
46. Pupils achieve good levels of attendance. The average attendance for the three terms before the inspection was 94 per cent, which is above the national and LEA averages. Registration arrangements meet WAG guidelines. Pupils are punctual and the school day starts promptly.
47. Pupils' capacity to work independently is developing, but this is hindered by a lack of challenge for all abilities; the need to engage boys for longer periods and by underdeveloped ICT skills to support appropriate organisational, study, problem-solving and decision-making skills. Pupils' involvement in 'Assessment for Learning' strategies is at an early stage of development.
48. Pupils' spiritual, moral, social and cultural development is good overall. Pupils have a good understanding of their own Welsh culture and are developing appropriate understanding of cultural diversity through studies of African countries and their cultures.
49. Pupils are prepared to play an active part in the workplace and local community. There is a well organised and effective school council and pupil members have been involved in a recent staff appointment. There is also an

eco committee which co-ordinates a 'Healthy Eating' tuck shop at break times. There is a head boy and head girl, prefects and house captains and vice-captains to support the smooth running of the school.

50. By the end of key stage 2, pupils develop a good understanding of their community and take part in community activities such as the choir singing for the local 'Silver Liners' group and at the local community centre. There is some understanding of issues such as sustainability and recycling that affect their community, as well as a good understanding of global citizenship.
51. Pupils enjoy coming to school, as evident from a recent survey to assess pupils' attitudes to their school.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

52. The findings of the inspection team match the judgement made by the school in its self evaluation report.
53. The quality of teaching in the 32 lessons observed during the inspection was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	62%	31%	6%	0%

54. These figures are lower than the national picture in Her Majesty's Chief Inspector's report for 2006/7. Nationally, the quality of teaching in primary schools was grade 2 or better in 79 per cent of lessons with 17 per cent grade 1. These figures are also below the 2010 WAG target, which states: '*the quality of teaching assessed by Estyn to be graded 2 or better in 80 per cent of lessons*'.
55. Good relationships are a major strength in the school, which is matched in some classes by pupils' enthusiasm. This, and the respect engendered during lessons and in other areas of learning, has a positive effect on the pupils' attitudes to work and their readiness to apply themselves to their tasks. Consistent praise is an effective tool that is used by all teachers and pupils' achievements and successes are recognised in class and in whole school meetings.
56. Most teachers have appropriate subject knowledge, but a few are not familiar with recent developments in their field. This adversely affects their competence in planning lesson objectives and the various activities, and in carrying them out. The extent to which teachers challenge learners to achieve excellence is also widely variable. In those lessons judged to be good, high expectations, a lively rapport and good pace promote good thinking and effective learning.
57. The quality of teaching for the under-fives is consistently good. Teachers and their support staff work effectively together to provide a vibrant and stimulating learning environment with a range of learning tasks. They engage the children

well, demonstrate a good understanding of how children learn and ensure that this early learning process is enjoyable.

58. In key stages 1 and 2, where teaching is confident and lively, and resources are used effectively, pupils are well motivated and achieve good standards in relation to their prior learning. On occasions, however, teaching becomes somewhat over directed, the pace of learning slows and the full range of pupil abilities are not sufficiently challenged.
59. On the whole, lessons are well planned, although some inconsistencies exist between classes. The format of planning provides appropriate details of content and the key skills to be developed. These, however, are not sufficiently highlighted in all lessons and shared and assessment opportunities are not always followed and made clear to pupils.
60. The effectiveness of planning to meet pupils' individual needs is developing well. However, planning is not always sufficiently precise and effective enough in taking account of day-to-day assessments and adapting tasks to suit all abilities, thus enabling pupils to build successfully on prior learning and experiences.
61. Generally teaching and the ethos of the school promotes equality of opportunity, but the school is aware of its need to adapt its teaching styles to suit both boys and girls, especially where assessments indicate a significant difference between their achievements. Although Welsh is used incidentally in the day-to-day routines of the school, in the vast majority of lessons there is insufficient emphasis on teaching bilingual skills. In a minority of lessons, however, incidental Welsh is used consistently which generates some enthusiastic responses from the pupils.
62. Overall, the rigour of assessment and its use in planning and improving learning is developing and has good features that outweigh shortcomings. The school is in the process of reviewing its assessment procedures which will enable staff to identify individual pupils' strengths and weaknesses and to highlight areas to be developed. These procedures, however, are in their infancy and as yet have had little effect on pupils' learning. Although assessment opportunities are identified in teachers' short term planning and weekly evaluations are carried out, this does not contribute to future planning in sufficient detail.
63. The use of assessment in early years is effective and is clearly linked to the Desirable Outcomes for Children's Learning. Baseline assessments are implemented and annual reports to parents give a clear and detailed picture of children's progress in these six learning areas. The school meets statutory requirements and there are suitable procedures for the moderation and standardisation of assessments.
64. The school has started involving the pupils more in the process of assessment but their understanding of what they need to do and setting their own targets is limited. The school has a marking policy which is seen as having an important role in teachers' assessments. Its implementation, however, lacks consistency. Pupils' work, on the whole, is marked regularly and in the better examples positive comments are made to help the pupils understand what they need to do in order to improve. Subject portfolios with examples of annotated, levelled

work are available in some subjects, but their effective use to promote consistency in assessment is underdeveloped.

65. Parents have two formal opportunities during the school year to visit the school to discuss their child's progress. Annual written reports meet statutory requirements, but some comments are too generalised and more subject rather than pupil specific. A significant minority of parents report that the school does not provide them with a clear understanding of what is taught and in this respect of their child's achievements.

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

<b>Grade 3:</b> Good features outweigh shortcomings
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66. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
67. The curriculum is broad and relevant and ensures coherence, continuity and progression for the full range of pupils. It meets statutory requirements and the recommended times for each key stage. It also meets the needs and interests of pupils well. Schemes of work indicate programmes of activities but are insufficiently developed to allow equal opportunities and challenge for all pupils. Whilst they link to the school's mission statement and aims, as well as having their own aims and objectives, there is variation amongst schemes in terms of the explicit differentiated learning and teaching opportunities for each year group. Some schemes have curriculum maps showing coverage across the school. The school has achieved the Basic Skills Quality Mark.
68. There is a suitable range of cultural and sporting activities. Greater independence and co-operation are promoted for pupils in years 5 and 6 during a residential week long visit to an outdoor pursuits centre. Pupils benefit from instrument lessons by visiting teachers in guitar, woodwind and brass. The school makes some use of the environment and nearby places to provide rich and exciting learning experiences, including visits to places of interest in the locality and beyond, for example, Navigation Mine and the Greenmeadow Community Farm. Visitors are invited to the school to make learning interesting and enjoyable, for example members of the local community, theatre groups and fire-fighters. A number of extra-curricular clubs for pupils include the choir, Welsh folk dancing, rugby, football and netball. These are mostly taken up by a range of pupils from key stage 2.
69. A strong aspect throughout the school is the successful promotion of pupils' personal development, including spiritual, moral, social and cultural development. Pupils' spiritual development is promoted very effectively through collective worship which plays an important part in developing pupils' understanding of being part of the school community and celebrating success, for example, the leading of worship by local clergy. There are collections for charities, such as the Royal British Legion and British Heart Foundation.
70. Teachers and LSAs work closely together and know the pupils very well. They set very good examples for the pupils and their very positive relationships with pupils

helps to form pupils' positive attitudes about self-discipline and how to behave socially. Pupils' social development is integrated effectively across all aspects of the school and the pupils' behaviour is good at all times. Pupils are encouraged to think and have opinions and the school council is effective in decision making. The teachers promote pupils' cultural development well. They encourage the pupils to consider important issues and their own experiences, both through reflection about and appreciation of other cultures and the natural world.

71. There are appropriate channels of communication with parents such as a recent questionnaire to review the school's vision and mission statements. Parents and other family members visit the school each day to support group reading activities, as well as helping with sporting activities and in the school office. There are some effective links with the local community and links with the local high school are developing, for example through a joint project to address underachievement by boys.
72. The school's partnership with parents is developing and has good features that outweigh shortcomings. The PTA is active and enthusiastic and has contributed to the school's learning resources. Parents are invited to an increasing range of meetings which include curriculum meetings and open evenings to discuss their children's progress, but these are not always attended as well as they could be. A notable success, however, was the recent art exhibition, which was well attended by parents and the local community.
73. Partnership with the receiving secondary school and other primary schools in the cluster is developing appropriately. Parents report that pupils from Crumlin High Level have settled in well to their secondary schools.
74. The opportunities available for pupils to develop their knowledge, skills and understanding of work-related issues has good features that outweigh shortcomings. The school has also liaised with local industry to ensure safe cycling in the area. The school council has a budget and is beginning to handle aspects of its own finances. However, many aspects work-related education are in an early stage of development and few opportunities to enrich educational provision through work placements have been taken up.
75. Provision for the *Y Cwricwlwm Cymreig* is generally good in most of the subjects inspected ensuring that pupils have a developing knowledge of their Welsh heritage and its traditions. However, opportunities in music are missed to teach pupils some Welsh folk songs and to make them aware of the past and present rich culture in this subject.
76. Education for sustainable development is also good, although it is still in an early stage of development. The recently established eco committee is working with the governing body to establish a school allotment. The promotion of entrepreneurial skills across all year groups is good. Pupils are involved in running the school fruit tuck shop and they have well developed numeracy skills to help them with handling its finances.
77. The curriculum successfully reflects the school's priorities for life-long learning and community regeneration. The school is involved in a project to develop the old navigation site into a nature trail. There is a successful breakfast club and the school has run several family learning projects, which have involved active participation of the chair of governors.

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

**Grade 2:** Good features and no important shortcomings

78. The findings of the inspection team do not match the judgement of the school in its self-evaluation report. This is because although there are some minor shortcomings in this aspect of the school's work, they do not outweigh the many good features in the school's support, care and guidance of pupils.
79. The school has good plans for the care and support of its pupils. It makes good use of outside agencies to support individual pupils and families. This has been particularly successful in the case of attendance, where the education welfare officer has worked effectively with families to increase their children's attendance rate and punctuality.
80. Relationships with parents have good features that outweigh shortcomings and mainly positive responses were received at the meeting prior to the inspection. However, a few parents felt they could be kept better informed about their children's progress. Some parents also feel that there is insufficient support for pupils with additional learning needs in key stage 2 classes.
81. There is a suitable induction and support programme in place that helps pupils settle in quickly when entering nursery. The school provides good support for pupils while they are in school and guidance is given where necessary. There is an appropriate sex education programme and older pupils receive suitable information about puberty. There is also an appropriate PSE programme.
82. There are good procedures for monitoring pupils' punctuality, attendance and behaviour, but shortcomings in the monitoring of their performance. Systems for recording attendance are accurate and meet legal requirements. The behaviour management system ensures that behaviour is generally good in classes and around the school, although occasionally in classes where teaching is weak, there can be unruly behaviour.
83. Procedures to ensure pupils' safety and well-being are well established. The school has been part of the Healthy Schools initiative for some time and the canteen provide a good range of healthy meals. Pupils are encouraged to eat healthy snacks and water is provided during the school day. The physical education programme encourages pupils to take part in healthy physical activity and there is a good range of sports offered after school.
84. The school has effective procedures for child protection and staff have been appropriately trained in safeguarding children. There is good liaison with child protection agencies and Social Services. The headteacher acts as Child Protection Officer and the governing body has a good complaints procedure, which works effectively.
85. The provision for ALN is of good quality overall. Procedures for identifying individual learning needs are effective. Good use is made external professional support services such as the educational psychologist, school doctor and nurse. The comprehensive ALN policy meets the requirements of the ALN Code of Practice. There are thirty-five pupils who have been identified with ALN, seventeen at the school action stage and eighteen at the school action plus stage. No pupils have statements of special educational need.

86. All pupils in key stages 1 and 2 on the school's ALN list have their own individual education plans (IEPs). These IEPs are written by class teachers and monitored by the additional needs co-ordinator (ALNCo). Annual review procedures meet legal requirements and parents are involved fully in the process. In early years, there are records kept of pupils giving cause for concern before the more formal 'play plans' for children in need of further focussed support. Whilst the play plans identify what children will learn, these are not developed in later IEPs. Overall, the play plans and IEPs are of good quality.
87. The overall provision is managed well by the co-ordinator. All pupils with ALN have access to a broad and balanced curriculum. Pupils usually concentrate well, though there is variation in the standards of achievement and progress by pupils and in the quality of support in the classroom. Support in class is by class teachers and LSAs during the afternoons. However, provision is inadequate as there are no LSAs in key stage 2 to offer further support for targeted pupils, especially boys. Pupils are further supported in withdrawal groups by the local authority's inclusion services teacher. Some pupils make good progress and do come off ALN list. Provision for more able and talented pupils is limited.
88. There is good support for pupils whose behaviour could potentially impede their progress. Two pupils have individual behaviour plans. Clear rules and consequences are understood by all pupils. Most pupils have the opportunity to learn effectively without interference or interruption.
89. The school successfully promotes an ethos where all children, regardless of their background or circumstance, are encouraged to reach their potential. The school has taken good steps to see that pupils are not disadvantaged by their social background and there is no evidence of gender stereotyping. The school has recently been improved to provide better disabled access and the school has an appropriate access plan.
90. The school has clear procedures for supporting and guiding pupils, taking into account their social and educational background. It actively promotes gender equality, but it has not yet fully adapted the curriculum to address the difference in performance of boys and girls. Also, several teachers do not use suitable tactics to engage boys in learning and their teaching styles are biased in favour of girls' learning styles. As a consequence, many boys find it difficult to engage in lessons and their progress is slower than girls, especially in English.
91. Clear policies exist on race equality, equal opportunities and diversity. Multi-cultural themes are promoted appropriately. There is an appropriate Disability Equality Scheme and action plan. The school has a good anti-bullying policy, which is effective overall, although some parents felt that some bullying was still going on in the school. Pupils, however, said there was little bullying and what there was, was quickly dealt with by teachers. The awareness of the importance of racial equality is developed through PSE, assemblies and the appropriate range of reading material. Pupils have a good understanding of diversity through their studies of other countries, such as Lesotho.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

92. The findings of the inspection team did not match the judgement made by the school in its self-evaluation report. This was because there were some important shortcomings in the leadership and management roles of middle managers, which were not fully overcome by the good leadership of the headteacher and the governing body.
93. The headteacher leads the school well and is fully committed to improvement. The initiatives she has put in place are now successfully moving the school forward after a period of decline. She has a very clear set of values and aims, which have been successfully communicated to those who are involved in the education process. Many parents are especially pleased with the many improvements that have been made to the school since she took over in February 2007 and this is endorsed by the governing body.
94. Other leaders and managers are beginning to develop their management roles, but are not yet fully effective in participating in the overall management of the school. Subject co-ordinators make insufficient use of assessment information to address shortcomings in pupils' performance. This is evident in that the school has only just begun to track pupils' performance in core subjects and although co-ordinators have identified targets for improvement, these are not rooted in a thorough analysis of strengths and weakness in standards. In addition, although the school has identified a significant difference in the performance of boys and girls, co-ordinators have not adapted the curriculum sufficiently to address this discrepancy effectively. The leadership and management of the early years department is good.
95. The school takes appropriate account of national priorities. The school has participated in the Healthy School's project and Investors in People. However, progress in the promotion of bilingualism is limited. Good progress has been made in preparing for the Foundation Stage.
96. The school has set and achieved a number of challenging targets and this aspect of its work is good. As a result, significant improvements have been made to the school environment and the standards achieved by pupils in English at key stage 2.
97. Performance management is conducted appropriately and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. However, some teachers do not have up-to-date teaching skills and are in need of professional development to address this shortcoming.
98. The governing body is supportive of the headteacher and staff and effective in executing its duties. However, it is at an early stage in its involvement in setting the school's strategic direction, although the headteacher does keep governors very well informed. Governors are very active in the school and regularly monitor the quality of provision. The chair of governors is particularly effective in

this respect and she contributes significantly to the management of the school. The governing body has good systems to ensure all statutory requirements are met.

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

<b>Grade 2:</b> Good features and no important shortcomings
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99. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
100. Staff gather first-hand evidence from observing lessons, looking at pupils' work and speaking to pupils. The headteacher regularly monitors lessons in order to make judgements about standards throughout the school. The headteacher also monitors and evaluates teachers' planning well and gives effective leadership to the process of school self-review. However, the school is at an early stage in its analysis of assessment information and subject co-ordinators do not make as much use of this information as they should.
101. All those who provide education are involved in the self-evaluation process. The headteacher takes very seriously the opinions of parents, staff and governors. All staff and governors are consulted and their views sought and discussed. Parents are consulted through questionnaires and the school takes note of their views and responds positively. The views of the pupils on the school council are also sought and pupils contribute to the evaluation process.
102. The school self-evaluation report is a well-researched document which effectively identifies its strengths and areas for development. The inspection team agreed with the school's evaluation in key questions 1, 2, 3 and 6. In key question 4, the team awarded a higher grade than the school and in key questions 5 and 7 it awarded a lower grade.
103. The governing body works effectively with the headteacher and staff in the process of self-evaluation. Governors discuss the self-evaluation report prior to approval. The governing body is fully committed to self-evaluation and sees it as an effective instrument in bringing about improvements.
104. The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school improvement plan (SIP). For example it has identified the underperformance of boys in English and has set this as a target for improvement for the next academic year. Targets are realistic but challenging. All members of staff monitor progress against targets in the SIP and the headteacher reports to the governors.
105. The school supports its priorities well through the allocation of resources. The action taken to raise standards at key stage 2 has been highly effective, for example, as has the substantial investment in the school building. The school has recently made good progress in addressing issues raised by the last inspection although a number of them still need further development, especially the further development of the management roles of subject co-ordinators.

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

<b>Grade 3:</b> Good features outweigh shortcomings
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106. 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 shortcomings in its staffing and in some of its resources to support teaching.
107. Generally the school has a team of well-qualified teachers. Some, however, do not practice effectively recent developments in education by adopting an adequate range of teaching styles to suit all pupils. Class sizes are also well above the national and LEA averages. The number of support staff throughout the school, but especially in key stage two, is inadequate. This, together with class sizes, clearly adversely affects the quality of teaching and the general day to day life of the school.
108. Teachers update their teaching skills and knowledge through continuing professional development by attending in service training courses. As yet, however, these procedures are not effective enough to develop all staff and the value of training is not effectively shared amongst other staff in the school so that it impacts on teaching and standards. There are appropriate job descriptions for all members of the staff but the school is aware that these now need to be reviewed and updated. The time used by teachers for planning, preparation and assessment is generally used effectively to prepare lessons and refine planning.
109. The day-to-day life of the school runs smoothly. This is to the credit of a dedicated and hard working school secretary and other ancillary staff who make a valuable contribution to the life and work of the school.
110. Generally, the school is well resourced which enables pupils and staff to gain access to appropriate equipment. The computer suite is utilised effectively and caters for pupils working independently under the supervision of teachers. However, deficiencies in classroom ICT resources and the lack of interactive whiteboards has a marked effect on the range of teaching tools available for teachers to stimulate and motivate young children in their teaching. Pupils also do not benefit from having immediate access to sufficient equipment to research, send emails and to generally record, store and present a greater volume of their work in varying and interesting formats.
111. Subject co-ordinators manage and deploy resources for their subjects and responsibilities. Overall, these are in good condition and are used appropriately to enhance the learning experiences of the pupils. The range and quality of those for music, in particular, are good. These pupils have access to a good range of books in their mini class libraries using books from the termly LEA library loan scheme.
112. The school has recently invested a large sum of money in sustaining and improving its elderly buildings to meet the demands of a changing and modern educational scene. Although the school is aware that more needs to be done the classrooms now are bright, well maintained, clean, warm and dry. Most of the classrooms are partly carpeted. Attractive displays decorate the walls and corridors throughout the building and help to enhance the learning environment

for the pupils. These buildings and outside play areas are well cared for by a committed caretaker.

113. The outside hard surface playground provides sufficient playing space for the pupils. The school and its school council has plans to improve the layout of these areas and in particular the upper playground for older pupils.

114. Within the constraints of the building and its limited site, the school has worked hard to improve and enrich the learning opportunities both in and outdoors for its early years pupils. These classrooms are particularly attractive and a great deal of time and effort has been spent in improving these facilities for the pupils there now and for the future foundation stage.

115. In general, resources are matched appropriately to the school's needs. This is particularly evident in the recent work carried out on its accommodation and in the overall quality of its resources for the pupils. The school is also very aware of its need to review its staffing, especially that of teaching support. Finances are managed well by the clerical staff, the headteacher and the governing body.

116. Crumlin High Level Primary School, now gives good value for money. This is borne out by the recent improvement in standards made by pupils in year 6, by the clear improvements in its accommodation and in the strong and positive leadership of its headteacher.

## **Standards achieved in subjects and areas of learning**

### **Under Fives**

117. The school's early years provision is located in a separate unit, which caters for nursery and reception age pupils in two well-adapted buildings. There is also an attractive and interesting outdoor area. The overall quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

### **Language, literacy and communication skills**

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

118. Children in both the nursery and reception classes are making good progress in this area. By the end of the reception year, standards of achievement are good.

119. By the end of the nursery year, children listen attentively to stories, rhymes, songs and instructions. They enjoy participating in conversations, sharing ideas with growing confidence. They make up their own stories and co-operate well in role play, as evident in their activities in the 'Crumlin Post Office'. They enjoy books and handle them carefully. They recognise their own names and identify many letters by shape and sound. Children understand that words and pictures convey meaning and accurately retell well-known rhymes and stories. They are

beginning to use marking and pictures to communicate, holding writing implements correctly when, for example, writing holiday postcards.

120. In the reception year, children speak clearly and thoughtfully, expressing themselves well in describing mini-beasts and talking about their homes and families. They use developing vocabulary with increasing fluency and contribute readily in class discussions. They know letter names, phonic sounds and blends. They are familiar with simple phrases and instructions in Welsh. They co-operate well in role-play, acting out jobs from home such as making tea. Most children have made a good start to reading and choose from a variety of multicultural, Welsh and other books. All children enjoy reading and talk with increasing confidence about their stories and many predict what might happen next. They write their names with clear, correctly formed and legible letters. They 'overwrite' (trace over letters), 'underwrite' (copy letters by writing under words printed by the teacher) and write independently according to their ability, more able children writing simple sentences using punctuation.

### **Personal and social development**

<b>Grade 2:</b> Good features and no important shortcomings
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#### **Good features**

121. Children in the early years classes make good progress and standards of achievement are good by the end of the reception class. Relationships are very secure with adults and other children.
122. Children in the nursery work well as part of a group as well as independently. They take turns and share well. Behaviour is very good and all children are sensitive to the needs and feelings of others. Children are eager to find things out for themselves and problem solving skills are developing well. By the end of nursery, they concentrate and persevere at their tasks. Children demonstrate independence in dressing and personal hygiene.
123. Children in Reception build on these skills and develop equally well. They concentrate for long periods and behaviour is also very good. By the end of Reception, children demonstrate increasing independence and are able to register on their own, dress themselves in wet weather clothes and boots. Boys and girls play very well together. They enjoy their responsibilities as '*Helpwr Heddiw*'. They demonstrate good care, concern and respect for living things, evident in their mini-beast investigations.

### **Mathematical development**

<b>Grade 2:</b> Good features and no important shortcomings
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#### **Good features**

124. In both the nursery and reception classes, children make good progress in their learning. All children enjoy counting activities and join in a range of number rhymes, songs and counting games.
125. In the nursery, children compare and sort objects correctly by shape and size, correctly identifying circles, triangles, squares and rectangles with the

appropriate vocabulary. They identify and follow patterns. They begin to gain knowledge of the mathematical concepts of 'less' and 'more'. Most children identify readily to 10 in a range of fun activities. Children are able to observe, measure and keep simple records.

126. Children in Reception have a secure knowledge of counting to 20 and beyond and can identify and write numbers accurately. They show a good understanding of money. Children use real money when they buy and sell in the class shop. They can match and identify coins up to 10p value and can identify coins from verbal descriptions. Their concepts of size, shape, weight and measurement are developing well.

## **Knowledge and understanding of the world**

<b>Grade 2:</b> Good features and no important shortcomings
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### **Good features**

127. All early years make good progress in this area of their learning. They really enjoy the 'Forest Schools' activities (an outdoor simulation of learning in a forest) in their school grounds and are curious and make accurate observations.
128. Children in the nursery talk about the school grounds, their own families and the work people do, such as the fireman. They are beginning to understand the importance of looking after their environment and enjoy growing vegetables and flowers in the raised planters. They are beginning to understand the idea of time, meal times and other times of the day.
129. Children in Reception benefit from the variety of activities in their school grounds. Scientific skills develop effectively when children observe changes and they show understanding in how they sequence pictures to show life growth. They use a variety of equipment such as magnifying glasses and collection jars to study mini-beasts closely, using words like 'habitat' and are able to describe clearly the ways different mini-beasts move. They talk about the weather using appropriate vocabulary accurately to describe changes and accurately record daily weather in charts.

## **Physical development**

<b>Grade 2:</b> Good features and no important shortcomings
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### **Good features**

130. Children make good progress with their physical skills throughout the early years.
131. In the nursery, children engage happily in activities that demand fine motor control, such as when using scissors and the computer. They show increasing control and use equipment well and safely. They move confidently and with increasing coordination in physical activities such as running and stopping.

132. Children in Reception continue to move with control and confidence, enjoying all physical activities. They show good awareness of space and safety. They follow rules and interpret verbal signals in Welsh to stop and hold a balance. By the end of reception they run, jump, hop and roll and understand the importance of effective use of arms and legs to jump higher and longer. Good skills are shown in throwing and catching bean bags, small hoops and balls. Fine and gross motor skills are developing well.

## **Creative development**

<b>Grade 2:</b> Good features and no important shortcomings
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### **Good features**

133. In both the nursery and reception classes, children make good progress in this area of their development.
134. Children in the nursery respond to and enjoy rhythm in music, singing enthusiastically in both English and Welsh. They enjoy using a variety of musical instruments and understand musical concepts such as 'fast' and 'slow'; they have made musical logs and found different sources of sounds in the school grounds. They use a variety of materials to make wind chimes, clay tiles, dream catchers and wind spirals. They paint with accurate detail.
135. In Reception, children are able to discuss their work and describe accurately what they have achieved. They enjoy role play, buying and selling items in the shop and making up pirate activities in the pirate ship. They explore sound in a variety of situations and enjoy playing instruments. They explore colour, texture, shape and form in two and three dimensions to print, make clay tiles, kites and suns. They paint pictures carefully and with detail to show jobs to do in the house and life under the sea.

<b>English</b>
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<b>Key Stage 1: Grade 2:</b> Good features and no important shortcomings
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<b>Key Stage 2: Grade 2:</b> Good features and no important shortcomings
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### **Good features**

136. Overall standards are above age-related expectations at both key stages and pupils are making good progress throughout the school.
137. Standards in listening are good at both key stages. In key stage 1, most pupils take turns and listen carefully to their teachers' instructions and the ideas of others. In key stage 2, pupils listen attentively to their teachers and show an appreciation of the contributions of their peers.
138. Standards in speaking are good in both key stages. Pupils in key stage 1 demonstrate a growing understanding of the importance of expressing their ideas fully by beginning to apply aspects of standard spoken English correctly. They use increasingly complex language to express themselves with growing confidence.

139. In key stage 2, pupils discuss their activities well in groups when given the opportunity to. When working in groups, as for example when they are producing a scene to illustrate the poem 'The Jabberwocky', the majority of pupils demonstrate that they are able to articulate their ideas with confidence and clarity. Pupils communicate well with peers and adults.
140. Standards in reading are good throughout the school. Most pupils in both key stages make good progress with reading in relation to their abilities. More able pupils in key stage 1 recognise the humour in texts and read with expression when using picture books they have chosen themselves.
141. Pupils in key stage 2 continue to read from a structured reading scheme supplemented by books from the school and local libraries. Older and more able readers read from a broader range of texts with increasing fluency and accuracy. They read for pleasure and information and know where to find reference books in a library. Pupils demonstrate good information retrieval skills and know well how to find specific information in reference books. Pupils are developing a preference for particular genres, naming their favourite books and authors. Some express a liking for poetry, raps and plays and all enjoy humour in texts. They read fluently and expressively, demonstrating interest in the text.
142. In key stage 1, pupils' writing is good. Younger pupils move from 'underwriting' (copying words by writing underneath them) to writing sentences independently. The more able older pupils write sentences which are demarcated by spaces, capital letters and full stops demonstrating a basic understanding of grammar. They also use apostrophes and question marks accurately in grammar exercises. Spelling is usually accurate.
143. At key stage 2, writing is good. Pupils write with increasing accuracy according to their abilities. They write a wider range of different forms including reports and poetry and begin to develop cursive writing. Pupils in upper key stage 2 produce a wider range of writing in different forms which are suitable for the task. This includes play scripts, letters and re-writing stories for a different audience.
144. Pupils at the end of the key stage punctuate accurately and use inverted commas correctly. Most write poetry which makes effective use of descriptive vocabulary. Pupils edit and re-draft their work, write reports in an appropriate style, biographies and autobiographies and there are some examples of good creative and extended writing. Many pupils demonstrate an awareness of paragraphs and use them more frequently and effectively. The writing of older pupils is generally accurate and their work is presented neatly. Some girls' writing is of a very high standard and shows great maturity of expression and thought.

### **Shortcomings**

145. Boys' written work is not at such a high standard as girls'.
146. Pupils' communications skills in ICT are underdeveloped.

**Science**

**Key stage 1: Grade 3:** Good features outweigh shortcomings

**Key stage 2: Grade 3:** Good features outweigh shortcomings

**Good features**

147. Pupils generally achieve age-related expectations at the end of year 2 and year 6 and their progress throughout the school is adequate.
148. The youngest pupils in key stage 1 enthusiastically carry out an investigation to find where woodlice like to live. A few pupils are able to identify some different 'mini-beasts' when they listen to various descriptions. They also make sensible suggestions about where woodlice might live. They discuss the various habitats and again make sensible suggestions about what they might like to eat. They make some accurate predictions about the different environments these might like or not like to live in, before they carry out their investigation.
149. Pupils in the year 2/3 class are developing a sound understanding of scientific language and vocabulary related to living things. They discuss intelligently different ways in which they can group living things. Many understand that animals are divided into two main groups and that these are called 'vertebrates' and 'invertebrates'. Several of these pupils also have an appropriate understanding that scientists, by using key questions, group animals into other groups which include mammals, amphibians, birds, fish and reptiles. Many of the pupils devise some interesting and probing questions to create their own key to identify these animal groups. Some do this well.
150. Younger pupils in key stage 2 research into where natural materials come from and how they are used in everyday objects. As a class and in a group they look at a house and label the materials that have been used. Most pupils have a developing understanding that some of these materials are natural, whilst others are man-made. In small groups they research one of these materials to find where it comes from, how it is used and made, and any further interesting information they can discover. Many of the pupils do this well displaying appropriate developing research skills.
151. Older pupils in this key stage carry out an investigation into the properties of some materials to discover which ones are more waterproof. Most have a good understanding of the absorbency and non-absorbency of these various materials as they carry out their 'fair test' as part of their investigation. Several make interesting and sensible predictions before they carry out their test. They report their findings appropriately and discuss these and compare them intelligently with other members in their class.
152. The oldest pupils in this key stage further develop their discussion and activities on cardio vascular and muscle development. They discuss the various muscles they have in their bodies and decide which are the largest. They carry out an interesting investigation into whether height is linked to the muscle strength that people have in their legs. Together they make some interesting predictions and following the test discuss sensibly and maturely their findings.

### **Shortcomings**

153. Pupils in both key stages have a limited understanding of green plants and their organisms and of the plants and animals found in different habitats including their own.
154. In both key stages, pupils make a very limited use of ICT to collect, store, retrieve and present scientific information.

## **Geography**

**Key Stage 1: Grade 3:** Good features outweigh shortcomings

**Key Stage 2: Grade 3:** Good features outweigh shortcomings

### **Good features**

155. At key stage 1, younger pupils show an understanding of human and physical geography features in their locality by studying local area maps and satellite mapping web sites to identify features such as the river and railway station. Some pupils show early mapping skills through two figure co-ordinate work. Pupils walk around the school and draw a plan of the building, though there is variation in the accuracy of their drawings. Pupils use a computer program to build a town.
156. Older pupils in key stage 1 ask sensible questions about life in a contrasting location, comparing and contrasting life in Botswana and Lesotho with life in Wales. Most pupils have a secure verbal knowledge and understanding of the location, features and characteristics of life in Wales and Lesotho, showing clear linkage between peoples' lives and their environment. They can distinguish between the natural and man-made features. Some pupils write good reports about what life is like in their contrasting countries. They build on their mapping skills through a study of Crumlin, producing plans of gardens and keys to identify map features. The locality's position is identified in relation to Wales, the United Kingdom and the world. Pupils use geographical vocabulary well.
157. In key stage 2, pupils build on their awareness of people, places and environments at different places in Wales, as seen through the study of the Snowdonia National Park and continuing their local study. They build on their geographical enquiry and skills when asking and answering key questions about human and physical geographical features and issues, such as 'What is it like?' and 'What is it like to live there?' They use some secondary sources such as aerial and other photographs, written accounts and diaries to write diary entries about life in Lesotho from different human and animal viewpoints. Posters, leaflets and power-point presentations present evidence in different formats.
158. Pupils are beginning to understand the relationship between people and the environment, sustainable development and global citizenship through their involvement in initiatives such as the 'Yellow Woods Challenge' and the local authority's paper recycling scheme. Younger pupils in key stage 2 have written viewpoints on how to make local area improvements. Older pupils have

identified food from overseas countries, with location, packaging and cost identified.

159. By the end of Key Stage 2, pupils study the local area in some depth. They look for changes in recent times from 1830 to 1920, visit the local Navigation Colliery site, draw plans and write persuasive letters about land use. Thus work shows a good awareness and understanding of the relevance of geography to environmental, social and economic issues and peoples' differing attitudes and values. Pupils are able to locate places and countries using large scale maps, globes and atlases. Geographical vocabulary continues to be used appropriately.

### **Shortcomings**

160. Pupils in key stage 2 have a limited understanding of the differences in their locality and how it changes.
161. Many pupils make insufficient progress in their knowledge and understanding of human geography, many finding difficulty in sustaining concentration. Many pupils are insecure in being able to explain what and how they have learned.
162. Pupils make insufficient use of secondary sources of information and their independent learning is underdeveloped.
163. Pupils' ICT skills are limited and they make insufficient use of IT equipment to access additional information sources and to assist them in handling, classifying and presenting evidence and communicating ideas.
164. Pupils' investigative skills are limited and they have insufficient understanding of places and geographical themes.
165. Pupils' skills of making and using maps and plans at a variety of scales are underdeveloped.

<b>Art</b>
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<b>Key stage 1: Grade 2:</b> Good features and no important shortcomings
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<b>Key stage 2: Grade 2:</b> Good features and no important shortcomings
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### **Good features**

166. Pupils in both key stages demonstrate good skills in a wide range of media and techniques. In both key stages, pupils have a good understanding of the work of past and present Welsh artists, such as Sir Kyffin Williams, Glenys Cour, Jocelyn Prosser and Neill Carroll.
167. Pupils in both key stages make good use of sketch books. They create detailed observational drawings of plants, for example, which are a springboard for developing a range of pictures in different media. Pupils in both key stages develop good planning and making skills in completing whole school project on 'Seascapes'. Their clay sculptures, prints and three-dimensional reliefs show a good awareness of shape and colour, line and pattern, and provide a stimulating and exciting environment to many areas of the school.
168. In key stage 1, pupils are aware that colours can be made from mixing primary colours. They understand that colours can be divided into cold and hot. They

- experiment with printing and collage to create 'moving figure pictures' in the style of Henri Matisse. They show a good awareness of texture and tone.
169. Older pupils in key stage 1 use a variety of media including pastels and thick paint to make sea pictures in the style of Hokusai. They experiment confidently with line, colour and texture, and can compare their work to that of the Japanese artist. They make sand and pebble sculptures of sea creatures. Their weaving with paper, material, ribbon and natural seashore objects like shells shows a clear awareness of colour, tone and texture.
170. In key stage 2, pupils develop good appreciation of tones of grey and green in their paintings of sea creatures. They understand the effect of light on inanimate objects, and can use charcoal and different pencils to express their understanding of colour and tone.
171. Pupils in years 4 and 5 compare their collages of mythical birds and fabulous machines to that of living Welsh artists. They make sensible suggestions about how they can improve their work and what techniques they have used to produce various effects.
172. In year 6, pupils show good evaluating skills when looking at sweet wrappers and identify what elements are effective in promoting the sweet's 'image'. Pupils make good use of ICT to produce a range of wrapping paper and greetings tags, which show a developing idea of design. Several of the designs were comparable to commercially produced products.

## Music

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

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

### Good features

173. Pupils in both key stages sing tunefully with clear enjoyment. They sing a range of accompanied and unaccompanied unison songs with enthusiasm and in so doing develop a sound and mature sense of pitch. Warming up musical activities in class lessons such as reciting verses to a rap rhythm also helps them to develop clear diction. Many of these pupils perform together in school events and in various concerts held outside the school.
174. The youngest pupils in key stage 1 are developing an appropriate sense of rhythmical patterns. Some make a good effort at clapping their names to rhythm. They use various parts of their bodies to clap a four beat rhythm as they sing 'This Old Man'. A few succeed well. Many recognise and name some non-pitched instruments and make an appropriate attempt to play these in accompaniment to this song.
175. Pupils in the year 2 and 3 class are developing a good sense of rhythm and pitch. Most recognise simple crotchet and quaver patterns incorporating the silent rest symbol into these patterns. Most of these pupils have a good understanding of how to build a pentatonic scale. They sing and imitate this tunefully when it is played on a xylophone. In groups they begin to compose a

class song based on Chinese dragons using the pentatonic scale and a range of non-pitched percussion instruments. They rehearse their parts conscientiously, appraise and listen to one another's compositions, before they begin to join the various sections together. In the final performance many succeed in singing and playing their section to create an effective class composition.

176. The younger pupils in key stage 2 are developing good pitch and rhythmical skills in their warm up activities. Following previous work they create animal presentations which combine music, movement and narration. They select a range of non-pitched and pitched musical instruments and work hard at their compositions. Many work hard at improving and refining their work and the final performance is interesting and effective.
177. Older pupils in this key stage have been enjoying and working on the story of 'The Snow Spider'. Using a range of ostinato patterns based on words and phrases from the story, they create some striking and interesting and varying rhythmical work which they sustain well when playing as a class. Showing very good discipline and control and using pitched and non-pitched instruments they develop these rhythmical patterns into a musical composition using the pentatonic scale. The final performance is exciting and effective.
178. The oldest pupils in this key stage watch a clip from the silent movie 'The Society Raffles', and listen carefully to the background music which reflects the images and action seen on the screen. They discuss maturely certain music elements such as tempo and pitch and realise that a musical composition has a structured shape and form. In groups they explore a variety of body sounds that they use to compose their own incidental music for this silent movie. They add a limited amount of instruments to enhance their composition. Whilst studying the movie clips several times, they use previously created musical graphic symbols to reflect and create their own interpretation of what they see on the screen. Several of the final performances, whilst the film is being played, reflects effectively the emotions and movements seen on the screen. Some are of a very good standard.

## **School's response to the inspection**

The governing body, headteacher, and staff, welcome the inspection report and are pleased with its findings.

Governors were pleased to note that the inspection team identified the following:

- Crumlin High Level Primary is an improving school.
- That pupils make good progress overall and achieve good standards by the end of year 6.
- The school is successful in providing a secure, caring environment.
- Crumlin High Level meets the needs and range of pupils appropriately.
- The promotion of pupils' well-being is good.
- Good relationships are a major strength in the school having a positive effect on the pupils' attitudes to work and their readiness to apply themselves to their tasks.
- The school has already identified the main recommendations as areas for school improvement.

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

The school would like to thank the inspection team for the professional and courteous way in which they undertook the inspection.

## Appendix 1

### Basic information about the school

Name of school	Crumlin High Level Primary School
School type	Nursery and Primary
Age-range of pupils	2-11
Address of school	Commercial Road Crumlin Newport
Postcode	NP11 4PX
Telephone number	01495 244606

Headteacher	Mrs Catherine Mansell
Date of appointment	26/02/07
Chair of governors	Mrs Susan Evans
Registered inspector	Mr Stephen Dennett
Dates of inspection	01/07/08 – 03/07/08

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	23	17	26	17	30	31	20	27	191

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil: adult (fte) ratio in nursery classes	11.5:1
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	95.4	92.9	94.3
Autumn 2007	93.9	95.9	94.2
Spring 2008	88.9	94.6	94.2

Percentage of pupils entitled to free school meals	5
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					17
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	18	59	24	
		National	0	3	14	63	20	
En: speaking and listening	Teacher assessment	School	0	0	18	47	35	
		National	0	2	11	64	23	
En: reading	Teacher assessment	School	0	6	12	59	24	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	12	77	12	
		National	0	5	16	68	11	
Mathematics	Teacher assessment	School	0	0	6	59	35	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	12	59	29	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82.4	In Wales	80.1

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

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6					27			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	7	59	33
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	11	56	33
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	11	59	30
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	85.2	In Wales	74.1

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

## Appendix 4

### Evidence base of the inspection

- A team of four inspectors spent a total of eight inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Twenty-six questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- Thirty-two lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors talked to the school council and observed lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.
- The headteacher acted as nominee and assisted the team with gathering evidence and answering questions about the school.
- A peer assessor assisted the inspection team by gathering evidence, observing lessons, sampling pupils' work, hearing reading and talking to pupils.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	<b>Led on :</b> Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6 English Art
Mrs Elizabeth Halls Lay Inspector	<b>Led on:</b> Key Question 4 <b>Contributed to:</b> Key Questions 1 and 3
Mr Arwel Williams Team Inspector	<b>Led on:</b> Key Questions 2 and 7 Science Music <b>Contributed to:</b> Recommendations
Mr Michael Thomas Team Inspector	<b>Led on:</b> Key Questions 3 Under Fives Geography <b>Contributed to:</b> Recommendations Key Questions 1 and 4
Mrs Kate Prendergast Peer Assessor	Contributed to all key questions
Mrs Catherine Mansell Nominee	Contributed to all key questions

### Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Crumlin High Level Primary School for the co-operation and assistance both before and during the inspection.

### Inspection Contractor:

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