

**REPORT**

**on the**

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOL INSPECTION ACT 1996**

**CWMFELINFACH PRIMARY SCHOOL  
KING STREET  
CWMFELINFACH  
NEWPORT  
NP11 7HL**

School Number: 676/2370

Date of Inspection: 9 – 12 June 2003

**By**

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Registered Inspector W087/16248

Under Estyn contract number: T/197/02P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## **1. CONTEXT**

### **The school and its priorities**

The school is located in the former mining village of Cwmfelinfach some nine miles north of Newport and four miles south of Blackwood. There are 189 pupils at the school and pupils are taught in single age classes. A further 41 children attend the nursery on a part-time basis. The school describes its intake as neither prosperous nor economically disadvantaged but with about a quarter of pupils from economically disadvantaged backgrounds. Most of the pupils come from the immediate locality of Cwmfelinfach and Wattsville, but a number come from outside the catchment area. Forty-two pupils (22%) are registered as being entitled to receive free school meals and 35 (18%) are identified as having special educational needs, of whom five have statements of special educational needs. Most pupils have participated in pre-school education in the school's nursery and come from English speaking homes. None speak Welsh at home or to an equivalent standard. Three pupils are in Local Authority care.

The school's aims are clearly set out in the Parents Handbook and are to help pupils develop lively, enquiring minds and to acquire knowledge and skills relevant to adult life. The school also aims to instil respect and tolerance and to help pupils understand the world in which they live.

The school was previously inspected in March 1998.

## **2. MAIN FINDINGS**

### **The main findings of the report**

Cwmfelinfach Primary School is a good school with many very good aspects. Standards of achievement have improved consistently since the last inspection and the school shows a strong commitment to the development of the whole child. The school benefits from the very good professional leadership provided by the headteacher whose influence pervades all aspects of school life. She is very well supported by all her staff, including the non-teaching staff.

#### **Standards achieved by pupils**

##### **Children Under five**

- The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Many children entering the nursery have underdeveloped language, numeracy, personal and social skills but they make good progress. By the end of the nursery and reception stage standards are as follows:

<b>Desirable Outcomes for Children’s Learning</b>	<b>Standards</b>
Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Creative development	Satisfactory
Physical development	Good

### **Standards of achievement in Key Stage 1 and Key Stage 2**

- Standards of achievement in the National Curriculum (NC) subjects and religious education are as follows:

<b>Subject</b>	<b>Key Stage 1 (KS1)</b>	<b>Key Stage 2 (KS2)</b>
English	Good	Very good
Mathematics	Good	Very good
Science	Good	Very good
Welsh (second language)	Satisfactory	Satisfactory
Design & technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Good
Music	Good	Satisfactory
Physical education	Good	Good
Religious education	Good	Good

This represents a considerable improvement since the last inspection.

- Standards of achievement reflect the progress pupils make. Progress is good in English in KS1 and very good in KS2 and this reflects the school’s considerable efforts and well-directed initiatives to improve pupils’ literacy skills. Progress is also good in KS1 and very good in KS2 in mathematics and science where pupils’ enquiry and investigative skills are very well developed. Progress is good in both key stages in information technology, history, geography, physical education and religious education. Progress is also good in music in KS1 and in art in KS2. Progress is satisfactory in Welsh, design and technology and music in KS2 and in art KS1. Pupils identified with SEN make very good progress and achieve very good standards relative to their ability.
- In the lessons seen during the inspection standards of achievement were very good in 18% of lessons, good in 62% and satisfactory in the remainder. No lessons were seen where the standards of achievement were unsatisfactory.
- The KS1 NC Assessment test results (2002) showed pupils’ attainment, as judged by teacher assessment, is below national averages and below those of the Local Education Authority in English. The results in mathematics and science are in line with both national and local averages. Overall, the results are below those for similar schools in Wales, based on the number of pupils registered as being entitled to receive free school meals. The KS2 NC Assessment test results (2002) showed that pupils’ attainment is

above national and local averages in English, mathematics and science and above those for similar schools in Wales. A notable feature is the above average number of pupils achieving level 4 in the three core subjects and the higher than average proportion of pupils achieving level 5 in English, mathematics and science.

- Pupils' key skills of literacy, numeracy and information and communications technology (ICT) are good overall and well used across the curriculum. The school's emphasis on developing pupils' literacy skills is very effective, and a notable feature of all classes is pupils' very good listening skills.

### **The quality of education**

- The good and very good quality of education result from good and very good teaching. During the inspection, 48 lessons were observed. No lessons were observed where the quality of teaching was unsatisfactory. The quality of teaching was very good in 21% and good in 62% of lessons. This is well above national expectations for 2002, and a particularly good feature of the teaching is the teachers' high expectations of all pupils.
- The school provides its pupils with a good quality curriculum. In some subjects, such as English, the very good curriculum is enhanced by visits and visitors to the school. Arrangements for pupils' personal and social development are very good and are reflected in pupils' mature attitudes. All aspects of school life are socially inclusive and the school is successful in ensuring equality of access and opportunities for all pupils.
- The quality of assessment, recording progress and reporting to parents is very good. Assessment is very well used to track pupils' progress and to set challenging, but realistic targets for all pupils. Reports to parents indicate clearly the progress pupils are making.
- The school's provision for pupils with SEN is very good and is a notable feature of the school. Effective procedures are in place for the early identification of pupils with potential learning difficulties and these pupils are closely monitored and receive very good support in class and in small withdrawal groups.
- The school is fully supported by the parents and the community. In the pre-inspection questionnaire and meeting, parents expressed a very high level of satisfaction with the school and its procedures for supporting pupils and ensuring their welfare.
- The school has established very good partnerships with local businesses and industry and this impacts very well on the school's curriculum and pupils' understanding of the world of work.

### **Ethos of the school**

- The overall provision for pupils' spiritual, moral, social and cultural development is very good. Daily acts of collective worship help to generate a sense of community, and all pupils partake enthusiastically. Pupils, in classroom discussion have very good opportunities to reflect on their own experiences and pupils, even in the early years, are able to talk about the spiritual aspects of other religions. Pupils reliably distinguish between right and wrong and act accordingly. Relationships are good and pupils work well in pairs and in small groups. Pupils readily accept responsibility and look for opportunities to exercise responsibility.

- Pupils have a good understanding of the culture and heritage of Wales. The development of Y Cwricwlwm Cymreig is enhanced by school concerts and St. David's Day celebrations. Visiting authors also make a valuable contribution to developing pupils' appreciation of Welsh culture and give pupils first hand experiences of working with professional Welsh writers. Older pupils have very good appreciation of other world cultures.
- Pupils' behaviour is very good and they have a good attitude to learning. This makes a positive contribution to the quality of life at the school. The school successfully inculcates an ethos of respect for each other and tolerance of others. There is no evidence of tension between pupils in school and no potential instances of bullying were seen during the inspection. Attendance percentages are good and most pupils arrive at school punctually.

### **Management and efficiency**

- The quality of self-evaluation and planning for improvement is very good. Key issues for improvement identified in the previous inspection report have been effectively addressed. This includes raising standards, making better use of assessment and developing the roles of curriculum co-ordinators.
- The quality of leadership is very good and the school is very effectively managed. The headteacher's dynamic leadership ensures that all staff, including the non teaching staff, are involved in all aspects of school life, focusing on pupils' welfare and maximising their potential. The headteacher has a clear vision for the school and a sense of purpose is evident in all aspects of school life.
- The governing body is well informed and fully supportive of the school. All major decisions are fully discussed and spending is directly linked to educational priorities. All statutory requirements are met.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

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

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for children's learning. Many children entering the nursery have underdeveloped language, numeracy, personal and social skills, but they make good progress. By the end of the Reception stage, children achieve good standards in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world and physical development. Standards are satisfactory in creative development.
- Standards of achievement in English, mathematics and science are good in KS1 and very good in KS2. Standards are good in information technology, history, geography, physical education and religious education in both key stages and in music in KS1 and in art in

KS2. Standards are satisfactory in Welsh and design and technology in both key stages, in music in KS2 and in art in KS1.

- Standards of achievement reflect the progress pupils make. Progress is good in English in KS1 and very good in KS2 and this reflects the school's considerable efforts and well-directed initiatives to improve pupils' literacy skills. Progress is also good in KS1 and very good in KS2 in mathematics and science where pupils' enquiry and investigative skills are very well developed. Progress is good in both key stages in information technology, history, geography, physical education and religious education. Progress is also good in music in KS1 and in art in KS2. Progress in other subjects and stages of learning is satisfactory.
- Pupils identified as having special educational needs (SEN) make very good progress in both key stages. Overall they achieve very good standards relative to their ability.
- In the lessons seen during the inspection, standards of achievement were very good in 18% of lessons, good in 62% and satisfactory in the remainder. No lessons were seen where the standards of achievement were unsatisfactory.
- The KS1 NC Assessment test results (2002) showed pupils' attainment, as judged by teacher assessment, is below national averages and below those of the Local Education Authority in English. The results in mathematics and science are in line with both national and local averages. Overall, the results are below those for similar schools in Wales, based on the number of pupils registered as being entitled to receive free school meals. The KS2 NC Assessment test results (2002) showed that pupils' attainment is above national and local averages in English, mathematics and science and above those for similar schools in Wales. A notable feature is the above average number of pupils achieving level 4 in the three core subjects and the higher than average proportion of pupils achieving level 5 in English, mathematics and science.
- All pupils have equality of opportunity and there is no significant difference in the achievement of boys or girls.

### **3.2 Standards achieved in key skills across the curriculum**

Standards in key skills are good in speaking, reading, writing, the application of number and ICT. In listening, standards are very good.

- Children under five make good progress in developing their early literacy, numeracy and ICT skills. They are developing their oracy skills, experiment with reading and writing, count and order objects, and use the mouse to control appropriate programs effectively.
- All pupils listen attentively to their teachers, to other adults and to each other. This is a strong feature in all classes. Very good listening skills enable pupils to engage in classroom discussion purposefully.
- Standards of speaking are good. There are very good opportunities during the school day for pupils to talk about different issues that concern them and to improve their oracy skills.

- Standards in reading are good. Practically all pupils speak of the enjoyment they derive from reading both in school and at home. Pupils read for pleasure as well as to seek information.
- Standards in writing are good. Pupils have good opportunities to write in different styles and for different purposes in subjects such as history and science. They take a pride in their written work and it is well presented.
- Standards in numeracy are good. Pupils are able to apply their knowledge of number to subjects across the curriculum, such as in geography, history and science.
- Pupils generally show good levels of confidence and competence when using their ICT skills. For example, the younger pupils skilfully operate a graphics program and both enter and manipulate text. The older pupils create multimedia presentations, access selected Internet sites and use control modelling and data handling packages to good effect. Pupils' ICT skills are well used across the curriculum to support their learning.

## 4. ETHOS OF THE SCHOOL

### **4.1 Pupils' spiritual, moral, social and cultural development**

Overall, pupils' spiritual, moral, social and cultural development is very good.

- The school's stated aims embrace all these aspects of development and they are effectively promoted in the teaching and philosophy of all staff.
- Thoughts for the day in assemblies, classroom discussion sessions and plenary discussions in lessons, and timetabled citizenship and personal and social education periods provide pupils with ample opportunity to acquire relevant knowledge and discuss individual views.
- Daily acts of collective worship make a positive contribution, helping generate a good community feeling for the day. All pupils take part enthusiastically.
- Pupils, in classroom discussions, have very good opportunities to reflect on their own experiences and even in the Early Years class are able to contemplate the beauty of life and the spiritual aspects of other religions.
- In KS2, teachers regularly offer time for pupils to reflect on issues, to consider the mysterious and encourage discussion of differences of opinion; pupils rapidly come to respect the views of others and take account of those views when contributing to the discussion.
- Pupils appreciate the collective view and reliably distinguish right from wrong; they also recognise moral dilemmas.
- Pupils work well together in pairs or groups; they develop empathy for those less fortunate or less able than themselves and are keen to help.

- Pupils accept responsibility, show good self-discipline and carry out their undertakings carefully and diligently. They look for opportunities to take responsibility, such as establishing friendship groups during lunchtimes.
- Pupils learn about other nations and religions, recognising the importance of their individual cultural identities.
- The culture and heritage of Wales are explored in several subjects, particularly in English and history, where learning is supported by visiting authors and visits to the locality and further afield. This makes a valuable contribution to developing pupils' appreciation of Welsh culture and gives them first hand experiences of working with professional Welsh writers. Y Cwricwlwm Cymreig is well developed through most curricular subjects and other school activities, such as the St. David's Day concerts. Art and music represent areas for further development.

## **4.2 Behaviour and attitudes**

Pupils' behaviour is very good. All pupils show good attitudes to learning and their behaviour makes a positive contribution to the quality of life at the school.

- Pupils are polite and courteous, both in lessons and at play times. They are respectful to each other, teachers and visitors.
- In lessons, pupils work diligently as a matter of routine, maintaining concentration for sustained periods of time and persevering with the set tasks.
- Most pupils learn quickly to take responsibility for their own learning and enjoy the privileges and surprising revelations that independent learning can bring.
- The school has high expectations and pupils are well aware of the clear code of conduct; strategies for promoting good behaviour are effective.
- No bullying or any other potential form of discrimination was seen during the inspection and the school has explicit policies and procedures for dealing with instances that might occur.

## **4.3 Attendance**

Attendance at school is good. Pupils are also arrive punctually in the morning and in reconvening for lessons after break and lunchtime.

- Pupils are keen to come to school, and overall attendance is routinely around 92% to 94%.
- Although there is occasional taking of holidays in term time the great majority of absence is due to sickness, and any unauthorised absence is very low.
- The school is making good progress towards achieving targets of high attendance and low unauthorised absence through a welcoming and encouraging attitude to pupils and a thorough involvement of parents.

- Should attendance issues arise the school has appropriate links in place with Educational Support Services, and access to the Educational Welfare Officer.
- Registers are properly kept. Daily attendance is recorded in the morning and afternoon, overall statistics are collated by an administrative assistant and returns made to the appropriate authorities, in accordance with National Assembly for Wales (NAW) Circular 3/99

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

In all, 48 lessons were observed during the inspection. No unsatisfactory lessons were seen and the quality of teaching was good or better in 83% of lessons and satisfactory in the remainder. In 21% of lessons the quality of teaching was very good. This is well above national expectations and makes a very positive impact on pupils' achievement.

- The quality of teaching in the under-fives classes was equally split between satisfactory and good. The work is invariably well-planned and well matched to pupils' ability. Appropriate emphasis is given to developing the desirable learning outcomes, particularly pupils' personal and social skills.
- The quality of teaching in KS1 was good in 77% of lessons and very good in a further 15%. In KS2, the quality of teaching was good in 60% of lessons and very good in a further 38%.
- Where the quality of teaching is good and very good, lessons proceed at a good pace and a sense of urgency is evident in the learning. Questioning is well used to consolidate previous work and as part of 'accelerate learning strategies'. Very good lesson planning is a feature of all lessons; tasks are well matched to pupils' ability and prior attainment. The more able pupils are suitably challenged. Learning objectives are shared with pupils and this effectively focuses pupils on task and maintains their interest and motivation.
- All teachers have a good understanding and knowledge of the subjects they teach and, where the teaching is good or better, teachers' natural enthusiasm for the work is evident. This successfully captures pupils' interest and through purposeful intervention pupils are kept on task.
- Very good relationships are evident in all classrooms and individual pupil contributions in classroom discussion and in question and answer sessions are valued. This successfully raises pupils' self-esteem and their ability to talk aloud and at length.
- Teaching strategies are well matched to pupils' abilities and prior attainment. The work is well differentiated in all classrooms, and classroom assistants make a valuable contribution to pupils' learning. Able pupils are given sufficiently challenging tasks.
- The school makes very good use of visits to extend pupils' knowledge and understanding of their community and further afield. Visitors to the school are also well used,

particularly visiting authors working alongside teachers and pupils. This has been very beneficial in raising standards of literacy and in capturing pupils' interest in reading and writing.

- All classes are well managed and routines, including in the classes of the younger children, are well established. Relationships are very good and a very good classroom ethos is evident in all classes.
- The shortcomings in lessons judged to be satisfactory concern the lack of pace in some lessons and teachers' knowledge of language in the Welsh lessons.

## **5.2 Assessment, recording and reporting**

Arrangements for assessment, recording and reporting across the school are very good.

- The school's assessment policy provides clear, concise guidelines for a variety of procedures that are closely linked to curricular planning.
- The accuracy and consistency of assessment are very good. The teachers regularly mark their pupils' work. At its best, the marking is very good, highlighting good aspects, indicating clearly how the content can be improved and identifying what a pupil can or cannot do.
- Good use is made of the information gained from baseline assessments to plan appropriate work for the children in the nursery and reception classes. Records provide a clear measure of the children's achievements and progress and highlight any child with potential learning difficulties.
- Pupils are assessed thoroughly using standard assessment procedures. There is a good system for recording pupils' progress that is used fully to set targets for individual improvement as well as informing the teaching and learning. This includes those concerning pupils' specific educational needs. In addition, teachers keep personal diaries which are used for informal recording.
- Teachers demonstrate a good understanding of National Curriculum attainment levels and these are well used in monitoring and in moderating pupils' work. Teachers assess, monitor and record pupils' work formally in English, mathematics and science and set appropriate targets based on this information. Regular assessment procedures in other subjects are appropriately linked to the curriculum.
- Teachers' lessons plans include a planning for assessment. Their evaluation of pupils' achievement is linked to the lesson objective, and plenary sessions are well used by teachers, both to evaluate and consolidate learning. These assessments are used well to inform future planning and to ensure that all pupils are clear on their individual targets.
- Annual reports to parents are computer generated and indicate clearly what pupils know and understand within the National Curriculum. Targets for further development are included which enable parents to see how progress can be made in their child's education.

- The extent to which the school analyses assessment data in order to assist in improving pupils' performance is very good and is an outstanding feature of the school.

### **5.3 Curriculum**

The overall quality of the curriculum is good and meets statutory requirements. The religious education curriculum is based on the local education authority (LEA) Agreed Syllabus.

- Many children enter the nursery at the age of three with levels of achievement that are below expectations, especially in early literacy and communication skills, mathematical development, and personal and social development. The early years curriculum, based on the Desirable Outcomes for Children's Learning, is very well organised enabling children to progress well. Overall, standards of achievement in the nursery class and reception class by the end of the year are good.
- The KS1 and KS2 curriculum is broad, balanced and relevant and provides pupils with a good range of learning experiences. It is enhanced by visits to areas of interest in the locality and further afield. The first hand experiences that pupils derive from such visits successfully develop positive attitudes to learning and extend pupils' knowledge and understanding of the curriculum. The school is also taking part in an 'accelerated learning programme' involving clearly identified success criteria.
- The curriculum is further enhanced by visitors to the school. Such visitors extend pupils' knowledge and understanding of their community. Visiting authors and craftspeople working along side teachers further broaden the curriculum and extend pupils' perceptions.
- Policies and schemes of work are in place for all NC subjects and religious education and very good arrangements are in place to ensure the progressive development of key skills across the curriculum. In some instances, however, such as design and technology, blocks of time are allocated to the subject and this, to some degree, mitigates against progressive skill development.
- The curriculum is effectively monitored by subject co-ordinators. Homework is set regularly and has impacted positively on standards. The curriculum is socially inclusive and the school is careful to ensure equality of access and opportunities for all pupils. The school also provides its pupils with a good range of extra-curricular activities. However, this is very largely for pupils in KS2. Arrangements for developing pupils' personal and social education are very good. The school's programme has taken account of the Qualifications Authority for Wales Curriculum and Assessment (ACCAC) guidelines and gives all pupils very good opportunities to develop their understanding of personal and social issues.
- Very good emphasis is given to developing Y Cwricwlwm Cymreig through the school curriculum in subjects such as geography and history. Pupils' knowledge and understanding of Welsh culture and heritage are further developed through school events, such as the St. David's Day concert. Pupils' understanding of ethnic and cultural diversity is well developed through the personal and social curriculum, specific subjects such as geography and their religious education studies.

- There are no pupils for whom the NC is modified or disapplied nor are there any pupils for whom English is an additional language. Able pupils are well supported through suitably differentiated work and pupils in LEA are fully integrated into all aspects of school life.

#### **5.4 Support, guidance and pupils' welfare**

- The quality of support and guidance and the attention paid to pupils' welfare throughout the school are very good.
- The headteacher and staff attach particular importance to the pastoral care of pupils. Pupils work and play in a caring and supportive environment where they feel secure and valued.
- Pupils are confident in seeking the help and support of staff. They readily turn to adults for guidance and are listened to and treated with respect.
- The headteacher and staff know pupils well and effectively monitor and support their academic progress, their social development and their personal well being.
- The school has a policies and set of procedures to promote health and safety which are monitored by staff and the governing body. The majority of the mid-day supervisors are trained in First Aid. A written record is kept of incidents and minor accidents that occur during the lunchtimes.
- All appropriate policy and procedures for dealing with child protection issues are in place. The school enjoys good working relationships with social services and other external welfare agencies.
- The school's policy for equal opportunities is implemented effectively and high priority is given to the social inclusion of all pupils. The benefits pupils gain from this successful inclusion policy is evident in all aspects of school life.

#### **5.5 Provision for pupils with special educational needs (SEN)**

The school's provision for pupils with SEN is very good. These pupils make very good progress towards the targets set for them and achieve very good standards relative to their ability.

- In all, 35 pupils have been identified as having special educational needs, of whom nine are identified on the school's action register, 21 as school action plus and five having individual statements of SEN.
- The school's SEN policy is a clear, detailed document that fully complies with the recommendations of the New Code of Practice. The school's SEN register and all other documents related to the school's SEN provision are well organised and kept up to date.
- The SEN provision is very well co-ordinated throughout the school. Pupils suspected of needing extra support are identified at a very early stage, at the nursery stage or previous

to this. The team of classroom assistants and learning support staff offer very good support in classes, in small withdrawal groups and individually, where necessary.

- Very good arrangements are in place to enable all pupils to have access to the full curriculum and this is facilitated by the close working relationships between teachers and support staff.
- Individual Education Plans (IEPs) clearly identify pupils' needs and success criteria. Pupils' progress is effectively tracked, and new short-term targets are set as current targets are met. The special educational needs co-ordinator (SENCO), class teachers, support staff and parents are all involved in the preparation of IEPs.
- Parents are encouraged to be actively involved in the learning partnership and, in the pre-inspection meeting, several parents spoke highly of the way their children had benefited from the school's SEN provision.
- Very good arrangements are in place to ensure that all pupils have equality of access and opportunities to all aspects of the curriculum and extra-curricular activities.
- A member of the Governing Body actively supports the work of the school and has good knowledge of the school's SEN programme. The school also has close and effective links with outside agencies including the educational psychological service.

## **5.6 Partnership with parents and community, schools and other institutions**

The overall quality of these partnerships is very good.

- Parents are well informed about school organisation through a clearly written prospectus; they are kept up-to-date on pupils' activities through termly class topic information sheets and by regular, informative newsletters.
- Easy access to teachers and constructive parent evenings ensure that parents can monitor and discuss their children's progress and/or social concerns.
- Parents and other family members help in the classroom and give good support on school trips and sports events. There is an active Friends Association providing good support to the school.
- Extensive and productive links with the local community, involving visits to senior citizens homes and Community Centres to sing, visits to places of local interest, visitors from local enterprises and services, as well as links with charities provide pupils with broad experiences beneficial to their personal development.
- Visits to sites further afield, links with schools abroad and interaction with local artists and writers, provide a wider perspective and also inform classroom learning.
- There are good links with nursery and mother and toddler groups who use and visit the school on a regular basis. These initiative help settle children into school very readily.

- The good links with other primary schools in the cluster, and with one local secondary school, are well organised. There are regular meetings of headteachers, reciprocal visits by staff, curriculum links in many subjects and a good, supportive programme of visits for Y6 pupils to familiarise themselves with the secondary school.
- There are well-established links with an initial teacher-training institute, and pupils benefit from the experiences that students bring to the classroom.

## **5.7 Partnership with industry**

There are very good links with industry which support the school's very good strategies for work related education. Overall, this is an example of very good practice.

- There is a very wide range of work-related activities for pupils, including numerous visits to a variety of work places, visiting speakers and sponsorship from local businesses, and an enthusiastically embraced mini-enterprise scheme for Y6 pupils.
- Teacher placements in industry are well used. They beneficially enrich teachers' personal development; two such recent placements have explored opportunities for environmental work and have assisted in the development of a Science Investigation Pack, to the benefit of the whole school.
- The school takes advantage of industry-sponsored competitions and similar events to widen pupils' experiences; this year, pupils have gained a CITB bronze award for their construction work.
- There are well established and productive links with an Education Business Partnership that are central to the good organisation of these industry links and which maintain very good awareness of new opportunities that might arise.
- The wide range of work-related experiences enhances pupils' personal development and motivates pupils well in their work.

# **6. MANAGEMENT**

## **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is very good.

- The school displays a positive self-critical culture in all its work. Through self-evaluation and planning for improvement it has consistently raised standards of achievement and addressed the key issues for action identified in the previous report.
- The headteacher has a clear vision for the school and is actively involved in monitoring pupils' progress. The school has very good procedures for analysing its assessment data, including the results of National tests and for using the data to improve the curriculum. This has had a very positive effect on pupils' achievement.

- There are good arrangements to involve the senior management team, co-ordinators and teachers in evaluating the needs of the school and in planning to address them.
- There are well-established procedures for co-ordinators, notably in English, mathematics and science to monitor the quality of teaching and learning and to track the success of initiatives they are pursuing.
- Governors are well informed of the school's priorities and needs and are actively involved in planning the School Development Plan (SDP). Current areas for development are clearly set out in the SDP together with success criteria and a realistic time scale.
- The SDP is detailed with realistic time scales and challenging targets.

## **6.2 Leadership and efficiency**

The quality of leadership is very good and the school is very efficiently managed.

- The headteacher provides the school with very good professional leadership and her influence pervades all aspects of school life. Life at the school reflects her dynamic leadership, and a clear sense of purpose is evident in all aspects of the life of the school.
- The headteacher's open management style ensures that all staff, including non-teaching staff, are fully involved and firmly focused on equality of opportunity for all and on developing the whole child. Teamwork and support for each other is a strong feature of the school and this effectively creates a strong sense of community.
- The governing body is actively involved in school development, and individual expertise is well used. They are kept informed by the headteacher and give the school their full support and are proud of its achievements.
- Curriculum co-ordinators support their colleagues well, ensuring a good quality curriculum. In subjects such as English, mathematics and science, co-ordinators have been instrumental in raising pupils' achievements to the present high standards by clearly identifying weaknesses in pupils' progress and planning for improvement. They have also ensured that the curriculum is relevant to pupils' needs. These are examples of very good practice.
- The school uses classroom learning assistants very efficiently to support pupils in class and in small group activities. They make a very effective contribution to pupils' learning and in developing their social skills.
- The school budgets systematically for new expenditure and has been successful in obtaining moneys to support new initiatives, for example, from the Arts Council of Wales. Resources are well managed to meet the priorities set out in the SDP.
- The SDP is a useful, working document and is developed after full consultation with the staff and governing body and based on an evaluation of the previous year's plan. It is regularly reviewed and developments are routinely monitored. Overall, the school gives very good value for money.

- Routine administration is undertaken efficiently by the school secretary with the minimum of disruption to the work of the school. She also deals very effectively with both pupils and parents who need help. The school runs smoothly on a day to day basis.

### **6.3 Staffing, accommodation and learning resources**

The school is well staffed and the accommodation and learning resources are good.

- The staff are suitably qualified and experienced. All staff, including non-teaching staff, work together effectively and responsibilities are appropriately allocated.
- The accommodation is well maintained by the caretaker and his staff. The school is a pleasant learning environment with good space available for groups of pupils receiving extra tuition. Displays of pupils' work and photographs of their achievements further enhance the learning environment. The recently refurbished library is also well used by pupils who take responsibility for borrowing books.
- The school is well resourced for all national curriculum subjects and religious education. Good use is made of the computer suite to develop pupils' skills and to reinforce learning.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for children's learning. Many pupils entering the nursery have underdeveloped language, numeracy, personal and social skills, but they make good progress. By the end of the Reception stage pupils achieve good standards in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world and physical development. Standards are satisfactory in creative development.

- There are three classes of under fives at the school. Forty-one children of nursery age (3-4 year old) attend the morning sessions on a part-time basis. The reception (4-5 year old) class comprises 24 children.

#### **Good features**

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

Standards of achievement are good in the nursery and the reception class.

- Children in the nursery make good progress in developing their early language skills. They enjoy a range of stimulating activities in which they experience challenge and

opportunity. Children discuss characters and content of a simple book and record the event with a picture. They use emergent writing in the role play areas.

- Children in reception make good progress in developing their language skills. They are making good progress in spoken language including answering their teacher and in classroom discussion. They can handle books and enjoy pictures and words. Most show satisfactory reading ability and most understand that books convey meaning through pictures and words. They make good attempts at letter recognition when using flash cards. Children are eager to answer questions and to take part in discussion. They share ideas willingly.

### **Personal and social development**

Standards of achievement are good in the nursery and the reception class.

- Children in the nursery make good progress in their personal and social development. They have settled happily in school and are beginning to understand respect and care for others. Most children relate well to adults.
- Children in reception make good progress in their personal and social skills. Most treat one another with care and concern. They are developing the ability to keep on task, work independently and play co-operatively. They listen well to each other and speak confidently when expressing feelings.

### **Mathematical development**

Standards of achievement are good in the nursery and the reception class.

- Nursery children's mathematical skills are developing satisfactorily. They sort articles into sets according to colour and can copy and continue a simple pattern. They name 2D shapes and recognise and count numbers up to six.
- Reception children make good progress in mathematics. They sort articles into groups according to colour, shape and size. Children can create a repeating pattern of two colours/shapes. They compare heavy and light. Most children can count a set of objects up to 10 and the more able can add one to a given number. Most children can record their ideas and responses using sheets and workbooks.

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

Standards of achievement are good in the nursery and the reception class.

- Nursery children's knowledge and understanding of the world is developing well. They recognise common materials and know that food and water are essential for living things. The children are developing confidence in using the computer as well as books in an imaginative setting. They discuss their photographic record and happily talk about planting cress seeds. Children enjoy learning about their environment and learned about what animals need to live when two lambs were brought into school following their spring walk.

- Reception children's knowledge and understanding of the world is progressing well. They know that certain foods are good for them, such as milk and fruit and can name and describe a range of foods. They understand that some food comes from plants and some from animals. They use simple computer programs and the listening stations competently.
- They are aware of key religious celebrations and festivals, such as Buddhism.

### **Physical development**

Standards of achievement are good in the nursery and the reception class.

- Children in the nursery have regular opportunities to play on large play equipment. They play safely, co-operate well, have an awareness of space and share large toys with the minimum of fuss. Overall they display increasing and good physical control and manipulative skills.
- Children in the reception class make good progress, they move confidently and use small and large equipment with increasing skills and confidence. They have a good awareness of space and play safely, moving confidently around objects and equipment.

### **Creative development**

Standards of achievement are satisfactory in the nursery and the reception class.

- Children in the nursery classes make satisfactory progress in their creative development. They play imaginatively and enjoy rhythm in music and perform their dance programmes with enjoyment and imagination. The children use a range of materials and colours in their paintings and constructions.
- Children in reception use a satisfactory range of materials in their drawings, paintings and constructions. They are developing good manipulative skills of cutting, sticking and pasting in their work. These pupils enjoy singing and handling musical instruments to accompany songs and stories. Their competence in handling equipment, such as pencils, crayons and paint brushes, is satisfactory overall.

### **Shortcomings**

- Pupils lack confidence in their creative work and this inhibits their progress.

### **English**

Standards of achievement are good in KS1 and very good in KS2. All pupils, including those with SEN, make good progress in KS1 and very good progress in KS2 and this reflects the success of the many initiatives the school has introduced to raise standards.

## **Good features**

- All pupils in both key stages have very good listening skills. Pupils listen attentively to their teachers both in lessons and on other occasions, such as morning assemblies, for sustained periods of time. In classroom discussions, pupils listen to each other and respond appropriately.
- Most pupils in KS1 speak clearly using a growing vocabulary. More able pupils talk confidently, particularly where topics interest them, and respond appropriately to what others say.
- By the end of KS2, pupils' talk engages the interest of the listener as they vary their expression and vocabulary. In discussion, they are aware of what others have said and develop their replies accordingly. They ask questions for information and to develop their ideas. Their contributions to classroom discussion are relevant and they use a good vocabulary.
- Pupils in KS1 have good reading strategies and all pupils take an active part in group reading sessions. The reading of simple texts by pupils of average ability and the more able pupils in Y2 is generally accurate and shows understanding. They can express opinions about characters and ideas in stories they have read and predict what might happen in the story.
- By the end of KS2, all pupils read a range of texts fluently and with a good degree of accuracy and can retrieve and collate information from a range of sources. All pupils read independently and most identify key features in what they read and substantiate their views. More able pupils talk at length about books they have read and their favourite authors. Most pupils derive considerable enjoyment from their reading.
- By the end of KS1, most pupils' writing is reasonably clear and legible. Simple words are spelt correctly and the majority of pupils use capital letters and full stops to demarcate sentences. The more able pupils develop their ideas sequentially and letters are accurately formed and consistent in size.
- By the end of KS2, most pupils' writing is varied and interesting and conveys meaning clearly. These pupils vary their style of writing as appropriate and their choice of words is often imaginative. Sentence pattern is varied and pupils have a very good understanding of punctuation. Handwriting is fluent and legible.
- Pupils' writing skills and particularly their expression are very well developed through listening and working with professional authors who visit the school. Their poetry and descriptive writing shows very good use of descriptive vocabulary and imagination.
- Pupils in both key stages use their developing ICT skills to reinforce their learning and to present their work for display. Pupils' word processing skills are well used and enable pupils to draft and redraft their work.

## **Shortcomings**

There are no significant shortcomings.

## Mathematics

Standards of achievement are good in KS1 and very good in KS2. Pupils of all abilities, including those with SEN, make good progress in KS1 and very good progress in KS2.

### Good features

- In KS1, the younger pupils have a satisfactory knowledge of numbers to 20. Most can read numbers up to 10 and recall subtraction facts. Previous work indicates that they know coins to 10p and can recognise o'clock times. They compare two lengths, masses and capacities by direct comparison. They develop an awareness of the language associated with 2D shapes through structured activities.
- The more able older pupils can add or subtract any two numbers up to 20 in their head. Most pupils can do this using objects. Previous work indicates that they know what is 10 more than any number to 100. They give good estimates of different lengths in metres or centimetres and know coins to 20p. They recognise the hour and the half-hour on a clock. They use the mathematical names for common 2D and 3D shapes; sort shapes and describe some of their features. They can explain a simple block graph.
- In KS2, the younger pupils know by heart the number bonds from 1 to 10 (+ and -). They can double numbers to 20 and are confident at calculating near doubles. Previous work shows that most pupils can add or subtract any pair of two-digit numbers to 100, can work out the cost of three things using coins and can recognise the hour, half hour and quarter to and past the hour on a clock with hands or a digital clock. They identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry.
- Most Y4 pupils can order, name and compare fractions up to tenths. Previous work shows that they can multiply a two digit number by a one digit number (with carrying) and can work out division of, say,  $48 \div 4$ . They make good estimates of different lengths in cm or m and weight in kg and half kg. They can work out the area of simple shapes by counting squares and half squares and use units of time, and know the relationships between them.
- Most Y5 pupils can sensibly estimate the size of an angle and then use a protractor to measure acute and obtuse angles to the nearest degree. They use a written method to add or subtract four-digit numbers, explain it, and check by approximating. They mentally multiply two or three digit numbers by 100 and divide thousands by 10 or 100. They use a written method to multiply a two or three-digit number by a single digit, explain it and check by approximating.
- Previous work shows that they competently change centimetres to millimetres and vice versa. They know and supply formulae for the perimeter and area of a rectangle. They use and understand calculator readings. They can explain a bar-line graph. They use all four operations in their newspaper project to solve simple word problems involving numbers and quantities, including time, explaining their methods and reasoning. The presentation of their work shows care.
- By the end of the key stage, most pupils can round decimals with one or two decimal places to the nearest tenth. They order a mixed set of decimals with one or two decimal

places. They use a written method to add/subtract decimals (up to two decimal places), explain it, and check by approximating. They can explain the value of each digit in a number with six or more digits. They can find the value of percentages. They can find the perimeter and area of a simple shape that can be split into rectangles. They read and plot co-ordinates. They identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities and explain their methods and reasoning. They use their mathematics vocabulary confidently.

### **Shortcomings**

There are no significant shortcomings.

### **Science**

Standards of achievement are good in KS1 and very good in KS2. All pupils, including those with special educational needs, make good progress in KS1 and very good progress in KS2.

### **Good features**

- In both key stages, pupils are successfully developing their skills of scientific enquiry. They make good progress in life processes and living things, materials and their properties and physical processes.
- Pupils across both key stages maintain well presented accurate records of their investigations using drawings, diagrams, text, tables, charts and graphs. Recorded work is completed with care.
- When studying life processes and living things, Y1 pupils plant cress seeds in soil and investigate conditions necessary for growth. They record in a diary what happens to the seeds. They observe the development of a frog and keep a daily diary. Overall the work is of good quality and neatly presented.
- Y2 pupils study the life cycle of a butterfly. They use a computer program to sequence the pictures. They successfully learn to sort materials into natural and man made.
- In their studies of physical processes they learn that squashing, squeezing, bending, twisting and stretching are kinds of push and pull forces that change the shape of things. Many are developing an understanding of the need for a fair test.
- In KS2, pupils identify appropriate enquiry procedures in order to answer questions.
- Y3 pupils look at a selection of root vegetables and plant roots, dissect, observe through a magnifying glass and draw observations. Their work is of good quality. They measure the length and width of the root and discuss why roots look different. They complete sunflower diaries, measure the length of the plant and discuss their observations.
- Y4 pupils build upon their understanding of a fair test whilst investigating woodlice. They only changed one variable – the wetness of the habitat. They can state hypotheses and

give reasoned explanations for their choice. They can undertake a fair test reasonably. They tabulate all their results and repeat their measurements for accuracy. They use a spreadsheet to make a graph and draw conclusions.

- They learn how to recognise the function of the teeth and how to care for them and that the skeleton and muscles are needed for support and movement. They confidently use a CD-ROM to enhance their learning.
- Y5 pupils talk confidently about pollination following a lesson where they investigated insects that would land on different coloured cards. They investigate proportional extensions or compressions of springs with the addition of mass. They can relate results to hypotheses and discuss alternative hypotheses as necessary. They draw reasonable conclusions based on results and consistent with their results.
- Y6 pupils understand that exercise and a varied diet are needed to keep healthy. They use monitoring equipment to find out how long it takes for the pulse rate to return to normal after exercise. They produce a graph to illustrate their findings.
- The school makes good use of the environment and other resources to enhance the teaching of science. A very good link has been established with a local factory to extend pupils' understanding that what they do in school i.e. testing materials, are actually used in industry. Visits made by pupils to places of scientific interest and visits from individuals, together with an ECO day make a good contribution to the quality of pupils' learning.

### **Shortcomings**

There are no significant shortcomings.

### **Welsh second language**

Standards of achievement are satisfactory in KS1 and KS2. All pupils, including those with SEN, make satisfactory progress.

### **Good features**

- Pupils in KS1 understand and respond to a limited range of familiar phrases. Welsh words are prominently displayed around the rooms and Welsh is used incidentally, such as when taking the register. Most pupils in Y2 respond to their teacher appropriately and the majority pronounce Welsh words satisfactorily.
- Most pupils in KS1 copy and write a limited number of Welsh words, such as when describing what they wear, and understand most of what they have written. These pupils recognise familiar words, and the majority of pupils in Y2 can read what they have written.
- Pupils in KS2 have an increasing but limited vocabulary. They respond to their teachers' questions and instructions and in some instances, such as in Y4, their answers draw on their experiences and their replies are often in complete sentences.

- Pupils' written work in KS2 is limited to short basic sentences that show some grasp of sequence and in some instances sense pattern is varied. Words are generally spelt correctly and punctuation is used appropriately.
- Most pupils in KS2 read what they have written and can read simple texts, as when engaged in role-play activities, and generally understand what they read.
- The development and understanding of Welsh culture and heritage is a prominent feature of school life.

### **Shortcomings**

- Pupils in both key stages lack confidence in the language which, in part, is derived from the limited use of incidental Welsh in the school.
- Pupils' limited vocabulary inhibits their ability to communicate in the language, both orally and through writing.
- Pupils' language development is inhibited through insufficient opportunities to read simple Welsh texts.
- Pupils' ICT skills are insufficiently used to reinforce learning.

### **Design and technology**

Standards of achievement are satisfactory in KS1 and KS2. All pupils, including those with SEN, make satisfactory progress.

### **Good features**

- No lessons were observed during the inspection. Pupils carry out a five, half-day project each term. They plan out what they are going to make, record their designs, identify the resources they wish to use and evaluate their products.
- In KS1, younger pupils make teapots. They make drawings of their designs and evaluate their work orally. When preparing to make Easter egg boxes, Y2 pupils create a questionnaire in order to find out the most popular products. They evaluate their product against their specification.
- Y3 pupils successfully design and make land yachts using an appropriate range of materials. Y4 pupils design and make working lighthouses and zebra crossings. They apply their knowledge of electricity and switches for a purpose. They competently evaluate their product throughout the process, both orally and in writing. They have a good understanding of the need for hygienic conditions when cooking and apply this whilst making fruit cocktails.
- When preparing to make a variety of different flavoured butter, Y5 pupils look at the variety currently available. They create their own varieties and design a tally chart in

order to record the results of the questionnaire they had designed for other pupils in the school.

- They work in groups to design pneumatic toys for younger pupils. They work from clear drawings that indicate measurements to inform the making. They identify which parts support and strengthen simple structures and select their own materials and colours. They successfully evaluate their product against their specification.
- In making candles that they will sell before Christmas, Y6 pupils design and complete questionnaires, plan their product and produce attractive and unusual candles. They interview each other in order to ascertain the right pupils for the appropriate skill needed. They evaluate their product throughout the process. They choose a name for their company and design a logo and create a slogan. They produce a balance sheet showing income and expenditure.

### **Shortcomings**

- Pupils in some classes in both key stages do not make a wide enough range of products or extend the range of tools they work with. Consequently there has been variable progression in the acquisition and use of skills throughout the age range.
- The use of ICT within this subject is in the early stages of development.

### **Information technology**

Standards of achievement are good in KS1 and KS2. All pupils, including those with SEN, make good progress.

### **Good features**

- In KS1, the younger pupils demonstrate appropriate skills when using an art package. The older pupils in the key stage consolidate these skills and create symmetrical pictures. They enthusiastically use a simple modelling package to sequence the life cycle of a butterfly.
- In KS2, the younger pupils successfully place text above their pictures and select the font, size and colour. With support, a small group use the Internet to find information about the roots of plants.
- Y4 pupils successfully use Logo to control a screen turtle to create 2D shapes. They competently use a spreadsheet to enter data to support their investigation on woodlice. They produce a simple bar chart and discuss their results. They confidently operate a CD-ROM and search selected Internet sites that contribute to their studies in science, geography, history and music.
- Y5 pupils consolidate their word processing skills and successfully use a multimedia authoring program to organise, refine, and present a set of linked multimedia pages which incorporate images, sounds and text in their work on 'The Victorians'. They use a data-handling package to enhance their work in a geography project.

- At the end of the key stage, pupils successfully combine text and graphics, and have a good knowledge of the presentational features of desktop publishing.

### **Shortcomings**

- In some classes, pupils' ability to use a sufficient range of software to fully develop their learning in information technology is undeveloped.

## **History**

Standards of achievement are good in KS1 and KS2. All pupils, including those with SEN, make good progress.

### **Good features**

- Pupils enjoy studying history. They display good knowledge and understanding of the periods they study and progressively develop their awareness of chronology. They identify differences between past and present and talk with confidence about some of the reasons for change.
- In KS1, pupils work enthusiastically. They remember key facts from previous lessons and think carefully before answering related questions correctly. They develop the skills of historical enquiry whilst asking pertinent questions to a visiting speaker. They begin to gain an insight into other people's experiences of travel and in particular how travel has changed since the 1950's.
- Pupils in KS2 concentrate very well on the topic being studied. They examine and compare photographs, tape recordings, artefacts and written evidence and give reasons for the reliability or bias of the sources of information. They prepare and asked meaningful questions about World War 2 to a visiting speaker. They begin to show awareness that there are often several interpretations of people, issues and events from the past.
- By the end of the key stage, they have a good knowledge of local history.
- Pupils distinguish between primary and secondary sources of evidence. They use chronological frameworks and corridor displays, and study the characteristic features of periods well.
- Most pupils display good standards in their written and oral knowledge and understanding in the subject. They skilfully reinforce their learning by writing about, drawing, sketching and painting historical characters and historical buildings.

### **Shortcomings**

There are no significant shortcomings.

## **Geography**

Standards of achievement are good in KS1 and KS2. All pupils, including those with SEN, make good progress.

### **Good features**

- Pupils in KS1 have a good knowledge and understanding of their immediate locality and can describe their journey to school. They have an appropriate geographic vocabulary to describe what they see on their journey and the more able pupils can distinguish between natural and man-made features and can respond to questions about their locality, such as the type of housing.
- Pupils in KS1 understand that maps are a way of showing features in the locality. Their plans of their classroom include tables, sink and bookshelves drawn to a satisfactory scale and more able pupils use symbols and keys on their drawings.
- Pupils in KS1 are aware of places beyond their own locality and describe how these areas compare with their own. More able pupils can describe life in other countries, such as India, and some of the factors that affect their life style, such as the weather.
- Pupils' geographical skills are well developed throughout KS2. They use maps confidently and have a good knowledge of major countries of the world, capital cities and oceans. Within Great Britain, they can pinpoint their own village and major geographical features, such as the principal rivers in Wales. They know how atlases can be used to find information.
- In their study of a contrasting locality in Wales, pupils know the historical importance of Cardiff Bay and the recent changes there. They have a well-developed geographical vocabulary and can present a balanced, well argued view as to the relative merits of developing this area of Cardiff. These pupils have undertaken surveys in the locality and have drawn realistic conclusions from their findings.
- Pupils in KS2 study Keshapur in India as an example of a locality in a less economically developed country. All pupils understand how climate and physical conditions affect people's lives in such localities. More able pupils also understand the interdependence of world communities in terms of food supplies.
- By the end of Y6, pupils have a good understanding of environmental change and the factors that are responsible. In their study of rivers they understood how human influences affect rivers and organisms living in and near rivers. Their study of litter enabled them to see that most litter was the result of discarding packaging material wantonly. This led to discussion about individual responsibility and how environments can be preserved.
- Very good use is made of pupils' ICT skills both to record work done in different locations and to reinforce pupils' learning.

## **Shortcomings**

There are no significant shortcomings.

## **Art**

Standards of achievement are satisfactory in KS1 and good in KS2. All pupils, including those with SEN, make satisfactory progress in KS1 and good progress in KS2.

### **Good features**

- Pupils in Y1 have a secure and developing knowledge and understanding of art and use a good range of materials in their work, including experimenting with the use of pencil and charcoal in their portraits.
- Pupils in Y1 experiment with paints to produce different tones and understand how colours can be made lighter or darker by mixing paints, and contribute to classroom displays based on the work of Rosseaux depiction of the “Tropical storm with a Tiger”.
- Pupils in Y1 have opportunities to draw from still life, as when making a detailed study of household plants. Pupils’ work is recorded in their sketchbooks.
- Pupils in Y1 have worked with a range of materials and colour as illustrated in their display corner. Pupils enthuse about their own contributions and how they make them.
- By the end of KS2, pupils have examined the work of famous artists and sculptors and experimented with some of the methods used by other artists. This includes looking at the work of Hockney, Warhol and Lichenstein and drawing and painting in their style.
- Pupils in Y6 have examined photographs of the work of Henry Moore and have made good attempts to illustrate human movement in his style incorporating tone, colour, texture and shape.
- Pupils in KS2 have planned and made objects in three dimensions and have benefited from working with local craftspeople and artists. In one such instance of a mosaic, local history and myths were very well incorporated into the design.
- Pupils in KS2 continue to record from observation and imagination in their sketchbooks and work together in a whole school display of artwork.
- Pupils in KS2 have good opportunities to develop their own ideas and feelings about art and the work of famous artists, such as when Y5 pupils examined the work of James Rosenquist. More perceptive pupils showed a very good insight into what could be the artist’s views and developed their own motifs based on the techniques of Rosenquist.

### **Shortcomings**

- Pupils’ understanding of art and their techniques are not developed progressively across KS1.

## **Music**

Standards are good in KS1 and satisfactory in KS2. All pupils, including those with SEN, make good progress in KS1 and satisfactory progress in KS2.

### **Good features**

- Standards in singing are good throughout the school. Good attention is given to intonation and phrasing. Pupils sing with sensitivity and enjoyment and their repertoire includes a good range of Welsh songs.
- In KS1, pupils can create sounds to match the water in the picture. They can vary the dynamics and the speed of their compositions. They know the names of a variety of percussion instruments. In groups, they perform their 'water music', with one pupil taking the role of conductor.
- In KS2, younger pupils learn about aspects of music from world cultures. Older pupils are familiar with folk songs and singing games. They sing with clear diction, phrasing and appropriate tempo. They can keep a steady beat. They use tuned and untuned percussion instruments to provide simple ostinatos to accompany a song. They appraise their own singing and that of others in their class. They provide helpful feedback to one another on what is good and what needs improvement.

### **Shortcomings**

- Pupils in KS2 do not progressively develop their musical knowledge and skills across the programmes of study.

## **Physical education**

Standards of achievement are good in KS1 and KS2. All pupils, including those with SEN, make good progress.

### **Good features**

- Pupils in both key stages know and understand that body changes take place during physical activities. Pupils in KS1 know that they feel warmer and breathe quicker during and after strenuous activities, whilst pupils in KS2 know that muscles need more oxygen and that this is brought about by increased pulse rate with the consequent increased blood supply to the muscles.
- Pupils in both key stages realise the importance of warm up and cool down activities before and after exercise. The older pupils in KS2 understand the importance of physical activity in maintaining a healthy life style.
- Pupils in KS1 undertake simple skills on the floor and apparatus safely and proficiently. They show good control and co-ordination and understand the importance of practice as a

means of improving performance. Pupils in Y2 link movements together in a sequence and are becoming self-critical. They highlight good performance and suggest how improvements can be made. These pupils in Y2 exercise safely and are developing some understanding of simple tactics in a game situation.

- Pupils in KS2 show increasing precision control and fluency in their movements. They analyse, comment on and practice their skills so as to improve. They can modify and refine their skills appropriately as, for example, when reacting to music in a music and movement session. Pupils in KS2 combine their skills effectively when engaged in gymnastic activities involving large apparatus.
- Pupils in KS2 are becoming increasingly competent in games activities and have a growing appreciation of tactics. These pupils work together co-operatively in pairs and small groups whilst others work independently as, for example, during orienteering activities.
- All pupils in KS2 learn to swim and the school reports that before they leave Y6 practically all pupils are competent swimmers. Pupils' skills and sense of fair play is further developed through a wide range of games activities undertaken in and outside the school, including a competitive games within the locality. Visitors to the school also help to develop pupils' competence and they are encouraged to take part outside school. Pupils' achievements are celebrated.

### **Shortcomings**

There are no significant shortcomings.

### **Religious education**

Standards of achievement are satisfactory in KS1 and good in KS2. All pupils, including those with SEN, make satisfactory progress in KS1 and good progress in KS2. The school's scheme of work for religious education is based on the LEA Agreed Syllabus.

### **Good features**

- Pupils in both key stages understand the importance of caring for and respecting each other and all pupils act accordingly in their daily lives in the school. Pupils also appreciate that other people, such as their teachers and parents, look after and care for them
- Pupils in KS1 know the significance of Christmas and know the Christmas story and that shepherds and the three wise men visited the baby Jesus.
- Pupils in KS1 know that churches and chapels are special places and that the Bible is an important book.
- Pupils' understanding of Christianity is well developed throughout Y3, Y4 and Y5. Pupils know the significance of the major Christian festivals including the events leading up to the crucifixion at Easter. Most pupils in Y3 can recall some of the stories Jesus told, such as that of the prodigal son and how Jesus was tempted in the wilderness.

- Pupils in Y5 have a very good understanding of the significance of baptism to Christians and the particular significance of the rituals during a baptism. They know that the act of baptism symbolises the child becoming a member of the Church of God and the responsibilities of godparents.
- Pupils in KS2 have a good knowledge and understanding of church artefacts. Pupils in Y4 know the significance of a lighted candle and the cross to Christians and know that the symbolic cross can take different shapes. Their visit to churches emphasis and reinforces their learning.
- By the end of Y5, pupils have a good knowledge of other world religions, particularly of Islam, and know the major principles that dictate the lives of Muslims, including the five pillars of Islam. These pupils can compare and contrast Islam with Christianity, for example, that the Qu’ran is the holy book of Islam and comparable with the Bible for Christians.
- Pupils in Y6 explore feelings in class discussions and realise how events affect people and they are sensitive to how their colleagues react. They have a well-developed concept of fairness and they act accordingly in their daily activities.

### **Shortcomings**

- Pupils’ knowledge of Bible stories is underdeveloped in KS1.
- Pupils in KS1 have a limited knowledge and understanding of other world religions they have studied.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The last inspection identified the following key issues:

1. to raise standards in those subjects and aspects where pupils’ performance was judged to be satisfactory, and especially in literacy skills;
2. to allocate a whole-school curriculum co-ordinating responsibility for language development;
3. to ensure that the learning tasks provided are appropriately challenging for all pupils, according to their needs and abilities;
4. to make greater use of the information obtained from assessment, including the results of NC tasks and tests, to set quantitative targets for improvement for individuals;
5. to continue to develop teachers’ curriculum co-ordinator roles and especially the monitoring and evaluating of teaching, learning and standards in classrooms;

6. to ensure that the SDP focuses more precisely on raising standards using quantitative targets to measure progress;
  7. to proceed with the plans to improve the security of the building.
- Pupils' literacy skills have improved dramatically and standards have improved in subjects previously judged to be satisfactory, including mathematics, science, information technology and geography. Standards have been maintained in Welsh in both key stages and in religious education in KS1.
  - The language co-ordinator has responsibility for the language curriculum throughout the school.
  - Tasks are appropriately challenging for all pupils.
  - Very good use is made of information obtained from assessment and NC test results, and quantitative targets for improvement are set for individual pupils.
  - Curriculum co-ordinators have developed their roles to include the monitoring and evaluation of standards.
  - The SDP focuses particularly on raising standards and this has been successful.
  - The building is now secure.

## **8.2 Key issues for action**

In order to improve further the school needs to address the shortcomings identified in the report, and in particular raise standards in Welsh (second language), design and technology, art in KS1 and music in KS2.

## APPENDIX

### A. Basic information about the school

Name of School	Cwmfelinfach Primary School
School type	Community
Age -range of pupils	3-11
Address of school	King Street Cwmfelinfach Newport
Post-Code	NP11 7HL
Telephone Number	01495 200225

Headteacher	Mrs Jennifer Francis
Date of appointment	1988
Chair of Governors/ Appropriate Authority	Mr Colin Hill Caerphilly
Registered Inspector	Mr Eifion R Morgan
Dates of inspection	9-12 June 2003.

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20.5	24	23	22	28	30	28	34	209.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24 :1
Pupil : adult (fte) ratio in nursery classes	12:1
Average class size, excluding nursery and special classes	27
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	94.0	91.3	90.8	91.4
Term 2	94.1	98.5	96.2	94.7
Term 3	89.6	94.5	92.3	92.0

Number of pupils excluded during 12 months prior to inspection.	1
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## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2:25					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	12	20	52	16	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	12	24	44	20	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	12	24	64	0	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	24	56	20	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	16	76	8	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	8	84	8	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	68	In Wales:	81

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

## END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6:31					
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	13	55	32	
		National	0	0	0	0	1	6	17	46	30	0
	Test/Task	School	0	0	0	0	0	0	16	48	36	
		National	0	2	1	0	0	5	12	41	38	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	10	48	42	
		National	0	0	0	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	6	52	42	
		National	0	5	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	7	48	45	
		National	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	0	0	0	0	0	7	48	45	
		National	0	2	0	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	84	In the school:	81
In Wales:	68	In Wales:	68

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

#### **D. Evidence base of the inspection**

The inspection was carried out by a team of three inspectors over a four day period. The report was based on evidence from:

- the observation of 48 lessons or sessions;
- listening to a representative sample of pupils reading;
- discussion with groups of pupils to ascertain their knowledge and understanding of subjects and to seek their views of the school;
- the scrutiny of teachers' plans, assessment records and co-ordinators' documents;
- the scrutiny of other school documents;
- interviews with the teaching staff about their roles and responsibilities;
- discussion with the headteacher;
- pre-inspection meeting with staff, governing body and parents;
- attendance at a staff meeting;
- the analysis of questionnaires returned by parents;
- the observation of pupils' behaviour in lessons, in and around the school at break times, lunch times and before and after school;
- attendance at school assemblies and acts of collective worship;
- the observation of a range of extra-curricular activities;
- tour of school building and grounds.

## E. Composition and responsibilities of the inspection team

<b>Team Member</b>	<b>Aspect</b>	<b>Subject</b>
Mr Eifion R Morgan Registered Inspector	The school and its priorities. The main findings of the report. Standards achieved in subjects and areas of learning. Teaching Curriculum Provision for pupils with Special Educational Needs (SEN) Leadership and efficiency. Staffing, accommodation and learning resources. Standards achieved by pupils. Progress since the last inspection. Key issues for action.	English Welsh (second language) Geography Art Physical education Religious education
Mrs Helen Wyn Smith Team Inspector	Standards achieved in key skills across the curriculum. Assessment, recording and reporting. Support, guidance and pupils' welfare. Quality of self-evaluation and planning for improvement.	Early Years Mathematics Science Design and Technology. Information Technology History Music
Dr Michael Snow Lay Inspector	Pupils' spiritual, moral, social and cultural development. Behaviour and attitudes. Attendance. Partnerships with parents and community, school and other institutions. Partnership with industry.	

*The inspection team would like to thank the headteacher, staff, governing body, parents and pupils of the school for their hospitality, courtesy and co-operation throughout the inspection.*