

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

A Report on the Quality of Education in

**Gilwern Junior and Infant School
New School Road
Gilwern
Abergavenny
NP7 0AY**

School Number: 6792057

Date of Inspection: 19/02/08

by

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Gilwern Junior and Infant 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 Gilwern School took place between 19/02/08 and 21/02/08. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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. Gilwern School is a community primary for boys and girls aged four to eleven years. There are seven classes: a reception class and six single age group classes. In total, there are 165 pupils on roll. The average class size is 23.6. There are 9.0 full time equivalent (fte) teachers, including the head teacher and two part-time teachers. There are two full-time and six part-time qualified learning support assistants (LSAs).
2. The school is situated in a rural setting, in the valley of the River Usk in the Brecon Beacons National Park near the town of Abergavenny. It serves the village of Gilwern and the surrounding area, including the communities of Clydach and Darenfelin. The majority of housing is privately owned with a few rented properties. The school describes the area as predominantly neither prosperous nor economically disadvantaged but including a significant minority of relatively prosperous homes. Seven per cent of pupils are entitled to free school meals; this is well below national and local averages. There are no pupils from ethnic minorities. No pupils come from homes where Welsh is the first language, English is the predominant language spoken and the school teaches Welsh as a second language.
3. Baseline assessments indicate that children's attainment on entry to reception is above local averages. Subsequent assessments indicate a significant number have high attainments. Around 12 per cent of pupils have special educational needs (SEN), including four who have statements. This is a lower proportion than is found in most primary schools.
4. The school was previously inspected in March 2002. Since that time, the number on roll has increased, the number and organisation of classes has changed to provide single age group classes and a number of staff appointments have been made. In addition, an independent nursery is now established in accommodation on the school site. The school holds the Basic Skills Quality Mark.

The school's priorities and targets

5. The prospectus states the aims of the school and its mission statement is:
 - At Gilwern School all children have equal opportunity. Expectation of all in the school community is high.
 - We expect our children to work hard and to enjoy life at school and to achieve their maximum potential.
 - We strive to create a happy school where children will be cared for sensitively, where they feel valued and know their contributions are very important.
 - We endeavour to establish an environment in which all staff, school governors, advisory colleagues and parents can work in partnership for the successful achievement of our aims.
6. The school improvement plan (SIP) identifies a range of priorities, including to:
 - prepare to implement the Foundation Phase and Curriculum 2008;
 - promote bilingual skills and education in sustainable development, and implement the framework for key skills;
 - develop self-evaluation and implement a traffic management plan.

Summary

7. At Gilwern School overall standards are good. The provision to promote pupils' personal, social and wider development is often exemplary, and there is an impressive range of extra-curricular opportunities, but there are some shortcomings in learning and teaching.

Table of grades awarded

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

8. The inspection team agreed with the school's self-evaluation in key questions one five and six but in contrast awarded one grade lower in the other four. In Key Question two the inspection team identified some shortcomings and in the rest it identified many good rather than outstanding features.

Standards

9. In 24 lessons or parts of lessons standards of achievement in the subjects and areas of learning inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	63%	29%	4%	-

10. These figures represent a similar picture to the last inspection in 2002. They are close to the 2010 Welsh Assembly Government (WAG) target that the quality of learning should be Grade 3 or better in 98 per cent of lessons, but they are below those published in Her Majesty's Chief Inspector's (HMCI) Annual Report 2006-2007, where standards in primary schools in Wales were reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.
11. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

12. Children in reception make a good start in acquiring basic and key skills in communication, numeracy and in information and communications technology (ICT), and they develop initial bilingual skills very well.
13. The standards achieved in the areas of learning for the under-fives are as follows:

Area of learning	Reception
Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

14. The standards achieved in subjects inspected across both key stages are as follows:

Subjects	Key stage 1	Key stage 2
Welsh second language	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

15. Standards in Welsh second language and information technology have improved since the last inspection.
16. Pupils achieve good overall standards and on occasions, the achievements of some of the older pupils are very good in oracy, writing and instrumental performance.
17. Pupils in both key stages achieve well in the key skills of literacy, numeracy and ICT, although the extent to which they apply these skills to enhance work in other subjects is variable. Their competence in bilingual skills develops very well across the school.
18. Pupils of all abilities acquire good levels of knowledge from the many first hand learning experiences they receive but progress in developing key skills is uneven. This is particularly the case for more able pupils where insufficient challenge in some tasks limits both progress and achievement.
19. The progress of pupils with special educational needs (SEN), in relation to the targets set for them in individual education plans (IEPs), is good.
20. In 2007 the results of the National Curriculum (NC) teacher assessments in Key stage 1 (KS1) were above national figures in English, mathematics and science, and well above in Key stage 2 (KS2). In comparison with similar schools, having more than eight per cent but less than sixteen per cent free school meals, standards in both key stages were well above average.
21. Pupils' attitudes to learning are very positive but on occasions some become restless when learning tasks do not engage them fully. The standard of pupils' behaviour is good overall.
22. Overall attendance, at almost 94 per cent, is above that of similar schools and the WAG target of seven per cent absence. Nearly all pupils are punctual.

23. Pupils progress particularly well in many aspects of their personal, social, moral and wider development. They have a good capacity to work with appropriate independence but although they demonstrate good research and collaborative skills, they seldom use these skills fully to produce extended pieces of work.
24. Pupils have a well developed awareness of equal opportunities and an increasing awareness of diversity in the wider world. They gain valuable insights into the world of work and learn how to contribute to the local community.

The quality of education and training

25. In 37 lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	57%	38%	5%	-

26. These figures represent a small decline compared with the last inspection. They are well below the WAG target for teaching to be grade 2 or better in 80 per cent of lessons by 2010 and well below the national picture as reported by HMCI in his annual report 2006 – 2007. Nationally, the quality of teaching is reported to be grade 2 or better in 80 per cent of lessons, with 14 per cent having outstanding features.
27. The continuity of teaching in the school was interrupted around the time of the inspection by the extended absence, for personal reasons, of some members of staff.
28. The quality of teaching and support in reception is consistently good. Across the school teachers and learning support assistants (LSA) establish good working relationships with pupils.
29. In both key stages the range of teaching strategies and resources used to actively engage pupils in learning is sometimes limited. In good lessons teaching skilfully explains the learning and involves pupils in recognising the skills they will develop. However, there is considerable variation in promoting these aspects.
30. Teachers have improved the quality of lesson planning but evaluations of learning do not focus sufficiently on individuals or groups, so that subsequent work is adapted to pupils' differing needs.
31. The arrangements for assessment are good overall and there is much improvement in its use in planning and improving learning since the previous inspection. The quality of reports to parents is good.
32. Overall the curriculum meets well the aspirations of pupils, especially through an impressive range of extra-curricular experiences. However, the provision lacks consistency in meeting the full range of pupils' needs, particularly the more able.
33. The provision to promote basic skills in English and mathematics is good. The key skills of literacy and numeracy are clearly identified in planning but the attention given to implementing planning to develop pupils' skills in ICT is less effective.
34. Pupils' experiences are broadened and greatly enriched by a wealth of 'out of hours' activities and educational visits. This is a very good feature of provision.

35. The school has effective partnerships with parents, the local community and other schools. The extent to which the curriculum builds on opportunities provided by commercial organisations and the wider community is a very good feature.
36. There is a strong focus on promoting bilingual skills and the Cwricwlwm Cymreig is generally well reflected in the life and work of the school.
37. The school makes an effective contribution to education for sustainable development and raises pupils' awareness of issues of global citizenship.
38. The school council is a particularly successful feature of the school.
39. The high quality of pastoral care and attention to pupils' well-being is very well reflected in the school's life and work. The provision for pupils' personal and social education (PSE) is good overall. The social and moral aspects are particularly well developed features.
40. Educational guidance is not always fully effective in enabling pupils to achieve their potential in the full range of work.
41. The overall quality of provision in meeting pupils' additional learning needs is good. The head teacher is proactive in establishing a register of more able and talented pupils and the school's approach to inclusion is often exemplary.
42. The school is developing its provision to promote pupils' awareness of diversity.

Leadership and management

43. The head teacher confidently articulates his vision for the school and the deputy head teacher ably supports him in managing the school's development. Leadership successfully identifies areas for improvement and sets a range of goals in the school improvement plan (SIP).
44. The governing body (GB) is strongly supportive of the school. It contributes appropriately to shaping the school's strategic direction but its role in monitoring the quality of provision is less well developed.
45. The GB meets almost all its statutory obligations. However, it does not publish the full range of NC performance information, its targets for the next three years or sufficient details of progress with the school's action plan.
46. The school has good systems to promote self-evaluation; planning for improvement is generally good, but the effectiveness of monitoring is less well developed.
47. The overall management of resources is efficient. In general, pupils have access to good quality resources but the limited provision of ICT equipment limits learning opportunities across the school.
48. Taking into account improvements since the last inspection, and the maintenance of high standards as shown in NC performance indicators, the school provides good value for money.

Recommendations

49. The school and the GB, with the support of appropriate agencies, should:
- R1 improve standards of achievement further:
 - in using key skills, particularly ICT, and
 - in music in both key stages and in history in KS2;
 - R2 improve the progress of more able pupils;
 - R3 improve the consistency and effectiveness of learning and teaching;
 - R4 improve the effectiveness of evaluation and monitoring in planning for improvement;
 - R5 meet statutory requirements by providing parents with the full range of information required.

Elements of R1 and R4 are identified in the SIP.

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

50. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
51. In 24 lessons or parts of lessons standards in the subjects and areas of learning inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	63%	29%	4%	-

52. These figures represent a similar picture to the last inspection in 2002. They are close to the 2010 WAG target that the quality of learning should be Grade 3 or better in 98 per cent of lessons, and they are below those published in HMCI's Annual Report 2006-2007, where standards in primary schools in Wales were reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.
53. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
54. Children in reception make a good start in acquiring basic and key skills in communication, numeracy and ICT. Their competence in language, literacy and communication and in their personal and social skills is outstanding. They develop initial bilingual skills very well.
55. The standards achieved in the areas of learning for the under-fives are as follows:

Area of learning	Reception
Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

56. The standards achieved in subjects inspected across both key stages are as follows:

Subjects	Key stage 1	Key stage 2
Welsh second language	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

57. Across the school pupils achieve good overall standards in knowledge, understanding and skills. On occasions, the achievements of some of the older pupils are very good in oracy, writing and instrumental performance.
58. Across both key stages pupils achieve good overall standards in literacy and numeracy. Standards in Welsh second language and information technology have improved since the last inspection.
59. Teacher assessments indicate that pupils across the school achieve and in many cases exceed national expectations in English, mathematics and science. Over the last three years pupils have almost always met or exceeded the targets set by the school for end of key stage attainment in both key stages. This represents a good reflection of their capabilities, as shown in baseline and other assessments.
60. In 2007 the results of the NC teacher assessments in KS1 were above national figures in English, mathematics and science and well above in KS2. In comparison with similar schools, having more than eight per cent but less than sixteen per cent free school meals, standards in both key stages were well above average.
61. In KS1 the proportion of pupils attaining at least the expected level 2 in all three subjects was 91.7 per cent. In KS2, the proportion attaining at least the expected level 4 in all three subjects was 96.7 per cent. These results are above national figures and when compared with the performance of similar schools they are average in KS1 and above average in KS2.
62. A higher proportion of pupils attain level 3 in Y2 and level 5 in Y6 than is found nationally.
63. In 2001 NC performance indicators were well above the national average in KS1 and average in KS2. In KS1 results peaked in 2004, with the overall trend being flat. This indicates the maintenance of high standards. In KS2 there is a fluctuating trend with the latest results being well above those for 2001. However, there is marked variation in comparison with the results of similar schools, for example, since 2004 its comparison ranges between the top twenty-five percent and the lower twenty-five percent of similar schools.
64. Analysis of the school's data reveals little difference in the performance of boys and girls at the end of both key stages. There is some variation between cohorts and between the core subjects. There is no trend of difference and this is contrary to the national picture where girls outperform boys.
65. Pupils in both key stages achieve well in the key skills of literacy and numeracy. Speaking, listening, reading and writing skills are well developed in some aspects of their work but these skills are not consistently developed across subjects and this sometimes limits achievement. Furthermore, most pupils have good skills in using ICT, but they seldom make full and effective use of ICT across their studies. As a consequence these factors limit both standards in using ICT and overall standards of achievement in cross-curricular contexts.
66. Pupils' competence in bilingual skills develops very well across the school.
67. Pupils achieve similarly high standards irrespective of their social, ethnic or linguistic background.

68. Pupils of all abilities acquire good levels of knowledge, especially from the many first hand learning experiences they receive, but progress in the application of independent study skills, including research, creative and problem solving skills, is uneven. This is particularly the case for more able pupils where insufficient challenge in some tasks limits progress. The progress of pupils with SEN, in relation to the targets set for them in IEPs, is good.
69. Across both key stages pupils develop appropriately their understanding of how well they are learning and what they need to do to improve. For example, in some classes in KS2 pupils have an increasing awareness of individual targets; they are involved in self-assessment strategies and as a result work hard to improve their progress.
70. By the end of Y6 the majority of pupils make good overall progress towards fulfilling their potential and they are generally well prepared for the next stage of their education.
71. The development of pupils' personal, social and learning skills is good overall. The majority eagerly engages in the full range of learning activities but a significant number quickly lose concentration when they don't feel the learning is sufficiently challenging. In general, pupils show motivation, work hard and sustain concentration well.
72. The overall standard of behaviour is good and the courtesy shown towards adults is commendable. Most pupils behave responsibly and show considerable respect for others. On occasions some pupils are boisterous when moving around the school and during lessons they sometimes become restless and noisy when the tasks do not challenge and engage them fully.
73. Attendance, at almost 94 per cent over the last three terms, is above that of similar schools and the WAG target of seven per cent absence. However, this figure represents a slight decline since the last inspection. The school is aware of this and has identified the increasing number of holidays taken during term time as a contributory factor. Nearly all pupils arrive on time in the mornings so that lessons start promptly.
74. Pupils have a good capacity to work independently. When given the opportunity they demonstrate good collaborative skills but they do not sufficiently develop their study skills, including the ability to plan and develop extended pieces of work.
75. Pupils progress particularly well in many aspects of their personal, social, moral and wider development. They develop the skills of citizenship well and demonstrate a very good awareness of equal opportunities within school life. They recognise differences between individuals and groups and have an increasing awareness of social, ethnic and religious diversity in the wider world.
76. The school has some very good relationships with local business and community organisations. These ensure pupils gain a valuable insight into the world of work and experience at first-hand how to make a contribution to the local community.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

77. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. This is because the inspection found greater variation in teaching than the school thought was the case. A contributory factor is the lack of an effective learning and teaching policy to guide and inform teaching.

78. In 37 lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	57%	38%	5%	-

79. These figures represent a small decline compared with the last inspection. They are well below the WAG target for teaching to be grade 2 or better in 80 per cent of lessons by 2010 and well below the national picture as reported by HMCI in his annual report 2006 – 2007. Nationally, the quality of teaching is reported to be grade 2 or better in 80 per cent of lessons, with 14 per cent having outstanding features.

80. The continuity of teaching in the school was interrupted around the time of the inspection by the extended absence, for personal reasons, of some members of staff.

81. The quality of teaching and support in reception is consistently good. This provision reflects high expectations, a good knowledge of best practice in early years teaching, rigour in planning, skilled teaching and the development of stimulating and well resourced learning opportunities.

82. Across the school teachers and LSAs establish good working relationships with pupils and they successfully promote equality. These good features are evident in all classes.

83. Taken overall teaching successfully meets the language needs of pupils, including access to bilingual teaching. In a good number of lessons the use of incidental Welsh is evident and in some lessons teachers successfully engage pupils in dialogue.

84. In the most effective lessons teaching stimulates and challenges pupils to achieve high standards. In such lessons the implementation of planning is sharp and well focused, good subject knowledge is evident and the guidance given to pupils enables them to engage fully in the lesson.

85. Where lessons have shortcomings the purpose and direction of the learning lacks sufficient clarity and the tasks provided fall short in meeting pupils' differing needs. As a result the pace of learning is slow and the extent of new learning is limited.

86. Teachers have improved the quality of lesson planning this academic year and for the most part elements, such as learning objectives and the key skills to be developed, are clearly identified. In some lessons teaching skilfully explains the objectives for learning and involves pupils in recognising the skills they will develop. However, there is considerable variation in implementing these aspects of planning. In particular, the range of teaching strategies and resources used to engage pupils actively in learning is sometimes limited.
87. In successful lessons both the teaching and the task are matched well to pupils' prior knowledge and cater well for their differing needs. There is strong evidence that teachers monitor some aspects of progress well. However, although there is some evidence of evaluations in planning, these do not focus sufficiently on the outcomes for individuals or groups of pupils so that subsequent learning can be adapted and good progress maintained.
88. There are good features in the arrangements for assessment and there is much improvement in its use in planning and improving learning since the previous inspection.
89. In reception children are assessed regularly in the six areas of learning and the baseline assessment is rigorously implemented. Assessments are used effectively to monitor the all-round development of children and to plan appropriately for their needs.
90. In both key stages the school has comprehensive, rigorous and, in general, manageable systems of assessment. Progress is assessed regularly through standardised tests in reading and mathematics, for example. An appropriate analysis of data is used to inform teacher assessments and to set targets for attainment for year groups annually. Assessment records are well kept and updated regularly, and the progress of individual pupils and year groups is tracked effectively over time.
91. Portfolios of pupils' work, assessed using NC criteria, support well the accuracy of teacher assessment in English, mathematics and science. These portfolios have been developed in collaboration with other schools in the area. The school meets statutory requirements for assessing and reporting pupils' achievements.
92. The school is developing its practice in promoting pupils' understanding of the purpose of assessment and their involvement in planning their own progress. Records of achievement files are a good feature and include pupils' views on their strengths and areas for development. In KS1 teachers set appropriate targets for pupils and in KS2 they discuss them with individual pupils.
93. Pupils' work is marked regularly, although written comments seldom relate to individual targets or the lesson objective. In most classes the effective use of oral assessment enables pupils to increase their understanding of the purpose of assessment. In a few classes practice is developing particularly well with good examples of the use of 'assessment for learning' strategies, such as peer assessment.
94. Parents and carers are provided with a range of information about their children's progress. The twice yearly consultation evenings and the open door policy allows for easy access to discuss children's work and progress with teachers. Annual reports

to parents are of good quality and give a clear picture of pupils' achievements in subjects and areas of learning. A good feature, valued by parents, is the personal profile that contains information about personal and social aspects, and offers guidance about steps to take to ensure future progress.

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

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. The inspection team acknowledges that the wide range of learning experiences that pupils receive, through extra-curricular and off-site activities, is an impressive feature, but finds that curriculum planning does not consistently build on this provision to ensure adequate progression in learning.
96. In general, the curriculum meets well the aspirations of the full range of pupils, especially through an impressive variety of extra-curricular experiences. However, the learning needs of pupils, especially the more able, are not always catered for effectively.
97. The curriculum is carefully planned and complies with statutory requirements. A good feature is the curriculum maps that summarise the areas of study for each year group. Appropriate schemes of work provide a good basis to ensure appropriate breadth, coherence and continuity in learning. Although there is no formalised planning to ensure an appropriate balance of time is allocated to each subject, this aspect is addressed through short term planning and is carefully monitored. The frequent withdrawal of pupils from lessons for various activities, including instrumental tuition, sometimes leads to fragmented learning.
98. On the whole, curricular planning is thorough and takes into account previous studies. In reception planning provides a good level of detail of the themes covered and states clearly how the six areas of learning are to be addressed. In both key stages the quality of guidance provided by schemes of work is variable. There is greater consistency in the core subjects, where for example, in English good information is provided on learning opportunities and resources that reflect the needs of the school.
99. In foundation subjects several schemes of work, such as those for information technology, history and music, have yet to be developed to reflect the local context by, for example, highlighting links to the Cwricwlwm Cymreig and providing guidance to promote the full and effective use of relevant resources.
100. The school works diligently to promote basic and key skills and the provision in this regard is generally good. The school is implementing a framework for key skills and these are clearly identified in short term planning but the implementation of planning to develop pupils' skills in ICT is not fully effective.
101. Pupils' experiences are broadened and greatly enriched by a wealth of 'out of hours' activities and educational visits. This is a very good feature of the provision. Pupils benefit greatly from numerous extra-curricular activities, including an art club, sports clubs, choir and instrumental tuition and community activities, such as carnivals and concerts.

102. Visits to places of educational interest, both locally and further afield, provide a rich source of educational opportunities for all year groups. For example, older pupils benefit greatly from a residential visit to an outdoor pursuits centre; this visit promotes and supports aspects of the curriculum very effectively. Furthermore, visitors to the school, such as a jazz group, a theatre company, local artists and members of the community with particular expertise, make a significant contribution to pupils' learning.
103. In general, the school promotes the spiritual, moral, social and cultural development of pupils well. The broadly Christian ethos of the school, together with the strong link with the local church in providing the 'Walk Through the Bible' programme for example, promotes pupils' moral and social development particularly well. Daily assemblies, incorporating an appropriate act of collective worship, also contribute well to these aspects. Although some time is provided for guided reflection few opportunities to promote pupils' spiritual awareness and responses within the life and work of the school are developed fully.
104. Activities, including circle time, contribute extremely well to pupils' moral and social development. Large sums of money are collected for good causes and valuable opportunities are provided for pupils to influence issues affecting their everyday lives.
105. The school is developing its provision to promote pupils' awareness of cultural diversity and makes good provision for their cultural development. There is a strong focus in the school on promoting bilingual skills; effective use of incidental Welsh is well established, and there are positive initiatives, such as a Welsh tuck shop, which encourage pupils and staff to use the language purposefully. The Cwricwlwm Cymreig is generally well reflected in the life and work of the school, and pupils are proud to be Welsh. Appropriate emphasis is placed on studying the heritage of Wales.
106. The provision for pupils' personal and social education (PSE) is very good with a combination of timetabled sessions and special initiatives such as that based on the United Nations Charter for Children, 'Rights of the Child'.
107. The school is an integral part of the local community and has a range of effective links with local individuals and organisations, such as the parish church, sports clubs and the community council. It participates in many local events and welcomes the community's use of its facilities. The school encourages parents and carers to assist in the life of the school and several do so willingly.
108. The school works in partnership with an initial teacher training university to provide training for student teachers. It also provides placements for students in further education and work experience opportunities for secondary school pupils. These partnerships are mutually beneficial and impact well on pupils' learning.
109. Effective partnerships are being developed with other schools, including the main receiving secondary school. A particularly good example of how such links benefit learning and teaching is the work of local schools in response to a national initiative to promote physical education. The schools also regularly participate in sporting and cultural festivals and effective transition arrangements are established with the receiving secondary schools. For example, pupils participate in a Welsh transition

course. Focused units of work in other subjects also aid continuity and progression in learning between KS2 and KS3.

110. The extent to which the learning experiences provided build on opportunities provided by commercial organisations and the wider community is an exemplar. For example, a teacher's trip to the Florida Space Centre results in an annual 'Space Camp' week. Also, the visit to the North American Space Agency (NASA) by the head teacher led to the creation of an innovative classroom setting in conjunction with a local automotive engineering company. Furthermore, a link with the construction company of a major road improvement scheme in the locality has given pupils an insight into project management.
111. The school works hard to ensure that those who may be at a social disadvantage suffer no discrimination and that any stereotyping is challenged. Pupils have equal access to all activities and experiences that the school offers.
112. The school makes a very good contribution to education for sustainable development and raising pupils' awareness of issues of global citizenship and how they can best contribute to 'saving the planet.' An Eco committee and Eco club are key features in this process and their influence benefits from an active partnership with the local education authority's (LEA) Sustainability Officer. A range of recycling activities has been introduced, including the composting of any waste from the fruit tuck shop.
113. The importance of 'Fair trade' is also being promoted, with pupils in Y3 showing a keen awareness of the ethics surrounding the exploitation of inhabitants of third world countries and how they might contribute to improving the situation.
114. Pupils have some opportunities to develop skills, such as decision making, and the entrepreneurial skills necessary to support economic development. For example, problem solving projects are run in partnership with an outside agency; pupils run their own stalls at the school fete and are involved in the running of the fruit tuck shop. Younger pupils are also involved in tending a small 'market garden.'
115. The wide range of curricular experiences and activities the school provides does much to reflect national priorities for lifelong learning and community regeneration. The provision of homework is appropriate to age and pupils are confident and eager to explore new learning situations.

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. The quality of pastoral guidance is very good but the quality and impact of educational guidance, including provision to cater for pupils' additional educational needs and to promote equal opportunities, has many good rather than outstanding features.
117. The school plans and manages care arrangements and the contribution of support services, including a range of education and health professionals, very effectively. In particular, it sensitively provides for pupils' special needs. At the pre-inspection

meetings, parents and governors endorsed the high level of pastoral guidance as a key feature of the school.

118. Pupils are cared for, guided and supported extremely well. This is reflected clearly in the high quality of relationships between pupils and adults in the school. The head teacher's contribution to the support provided for pupils, in his role as SEN co-ordinator (SENCo), is significant. This is evident in the calm, friendly ethos that permeates the school and the high levels of pupils' self-esteem.
119. The school fosters a sensitive, caring environment, where effort and success are celebrated so that pupils feel cared for and valued. They are greatly appreciative of the care that members of staff provide. A successful feature is the provision of 'worry boxes,' providing opportunity for them to post problems or make suggestions. These are first considered by the school council and can be drawn to the attention of staff.
120. The school has a positive partnership with parents. The majority express satisfaction with the way the school involves them in the support and guidance of their children. However, a small number feel they are not kept well enough informed about their children's achievement, given a clear understanding of what is being taught or sufficiently encouraged to play an active part in school life. The school makes appropriate arrangements to seek and address parents' views and concerns.
121. The school provides 'wrap around' care with its breakfast and after school clubs, which are well supported and valued by pupils and parents. Furthermore, the school accommodates an independent nursery and promotes courses for parents. A successful example is a group of adults learning Welsh.
122. The school council is well established and is a particularly successful feature of the school. Council members play a proactive role in several aspects of school life, and make excellent progress in their appreciation of global and local citizenship. Older pupils indicate that they are able to influence facets of school life that they feel are important to them.
123. The induction programme that helps children settle quickly and easily into the reception class is very effective. The school works closely with an independent nursery and also provides well for families outside this group. Parents' meetings, induction days and graduated initial attendance patterns are key features in a successful transition programme from home to school.
124. When pupils transfer from KS1 to KS2, presentations are given by staff to help inform parents of educational developments and changes in practice. Furthermore, an effective pupil 'Buddy' system ensures that pupils who join the school at a later stage are warmly welcomed.
125. The school makes effective use of specialist services to guide and support pupils through its PSE programme. For example, the police and school nurse contribute effectively to the well-being of pupils and outside agencies, such as national charities, also provide support.
126. The school has good systems for monitoring attendance and punctuality. It recognises the need to work more closely with parents to address the issue of taking children on holiday during term time, which disrupts their education and that of

others. Although low-level disruption in some lessons impacts on learning for all, the monitoring and promotion of good behaviour works well for the most part.

127. Arrangements for monitoring pupils' performance are well developed in the core subjects but the educational guidance provided is not always fully effective in enabling pupils to achieve their potential in the full range of work.
128. The school makes a significant contribution to ensuring its pupils develop a healthy lifestyle. It has been part of the Healthy Schools Initiative for four years and has developed a wide range of activities to promote healthy eating and drinking. The school council has been involved in developing a healthy eating policy and pupils are encouraged to drink water in the classroom. The wide range of extra-curricular sporting activities instils in pupils the importance of regular exercise to a healthy lifestyle, from an early age.
129. Arrangements for ensuring the health and safety of pupils are appropriate. The annual whole school audit and risk assessments for in-school activities and outside trips are thorough. Arrangements for supervising pupils, for monitoring visitors to the school and for security are appropriate. First aid arrangements are good with several qualified personnel and a medical room. The school has detailed plans to address safety issues outside the school gate, at the beginning and end of the school day, when funding allows.
130. The head teacher is the trained, designated person for child protection. The school implements the LEA's systems in line with the All Wales Child Protection Policy. The deputy head is also fully trained and all members of staff have recently received training in this area. There is also a fully trained and experienced governor.
131. The overall quality of provision in meeting pupils' additional learning needs is good. The head teacher is proactive in establishing a register of more able and talented pupils and in ensuring appropriate provision is made for them, for example through stimulating extra-curricular opportunities.
132. The arrangements to diagnose individual learning needs are effective. Where special needs are identified the provision and procedures implemented are in line with the SEN Code of Practice. This aspect is well managed by the SENCo.
133. In line with need, pupils have appropriate IEPs that identify suitable targets for their learning. A good range of support is provided, including the provision of LSAs within lessons and focused programmes undertaken in groups outside of lessons.
134. The provision of individual learning programmes for some pupils in KS1 is an exemplar in sharing objectives between teachers and LSAs, guiding focused interventions and tracking learning outcomes. However, although across the school IEPs are often used well in relation to specific programmes, in general teachers' planning seldom builds sufficiently on the targets in these.
135. The arrangements for the regular review of IEPs and for the annual review of statements of SEN are systematically organised. Parents and carers are appropriately involved at every stage of the process, including discussion of progress towards targets and how they might continue to support their child.

136. In general, pupils with emotional and behavioural disorders (EBD) are supported and managed successfully. The school has a successful record of inclusion and minimising the impact of some pupils' challenging behaviour on their own and others' progress.
137. The overall quality of provision for equal opportunities is good. Although there is limited variety in pupils' ethnic and linguistic backgrounds, they integrate well.
138. The policies and practices of the school actively promote gender equality and teaching challenges stereotypes where appropriate. Boys and girls are given equal opportunities to participate in all activities.
139. The school promotes good race relations across all areas of its work. Its ethos endorses good race relations through promoting such values as caring, sharing and friendship, which are taught effectively through collective worship and PSE sessions. Communication with a London school, which has a large proportion of pupils from a variety of different cultures, increases pupils' awareness of differences between races, and promotes tolerance and understanding.
140. The school has an appropriate policy and action plan to promote good race relations and eliminate harassment. It is proactive in combating all forms of discrimination and has effective measures to eliminate oppressive behaviour.
141. The school successfully secures the equal treatment of pupils with physical or sensory disabilities. Its approach in making reasonable adjustments to ensure the inclusion of pupils with disabilities is exemplary. An accessibility plan has been adopted, toilet facilities for the disabled have been installed and a Disability Equality Scheme agreed.
142. The school is developing its provision to promote pupils' awareness of diversity, such as through the Comenius Project.

Leadership and management

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

Grade 2: Good features and no important shortcomings

143. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
144. Leadership successfully provides clear direction through aims and values that are well reflected in the life and work of the school. This is particularly evident in the school's calm, caring and purposeful ethos. Through an inclusive approach the senior staff establish relevant objectives for improvement that are well understood by all members of staff.
145. The head teacher confidently articulates his vision for the school and the deputy head teacher ably supports him in managing its development. The mission, aims and values of the school are clearly stated and securely embedded. Equality for all is central to the mission statement and as a result pupils have full access to all that the school provides.
146. The school takes good account of local and national priorities. For example, links with the receiving secondary schools enhance transition and the school positively embraces LEA initiatives such as 'Building Learning Power' and 'First Steps.' It is also making adjustments in preparation for implementing the Foundation Phase.
147. Over the last three years the school has generally been successful in meeting or exceeding its end of key stage targets for attainment. Leadership also identifies relevant areas for improvement across the school.
148. The arrangements to manage the performance of members of staff are systematic and in line with national guidelines. The process is closely linked to whole school areas for improvement. This is a good feature although the system has yet to result in a sufficient degree of consistency in learning and teaching.
149. The arrangements to review and promote the professional development of members of staff are also good. The arrangements for professional development and training are well organised and form a key element of the SIP. Furthermore, regular staff meetings ensure information from training courses is disseminated to the whole staff; however, despite these good features the impact on the quality of learning is variable.
150. In line with national guidance the school is planning to restructure teachers' responsibilities in order to implement teaching and learning responsibilities.
151. The GB is strongly supportive of the school. The arrangements for the required committees, the distribution of relevant papers before GB meetings and for individual governors to undertake designated roles are well organised.
152. The GB receives regular reports from the head teacher; it endorses policies as required and contributes appropriately to shaping the school's strategic direction through, for example, setting and monitoring the budget and reviewing the SIP at least annually.

153. The role of governors in monitoring the quality of provision is less well developed than its contribution to setting policies and monitoring finance. This is similar to the last inspection.
154. The GB meets almost all its statutory obligations. However, it does not publish the full range of NC performance information, its targets for the next three years or sufficient details of progress with the school's action plan.

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

Grade 2: Good features and no important shortcomings

155. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
156. There are good arrangements to collate performance information. This is used well to inform target setting in English, mathematics and science. In other subjects, co-ordinators review pupils' work and compile portfolios to exemplify the range of work undertaken but the value of portfolios as an indicator of standards is limited, as they are not always assessed in relation to NC criteria.
157. The school implements a range of self-evaluation strategies. Annually members of staff discuss their perceptions of the school's work in relation to the seven key questions used in this inspection and review progress towards objectives in the previous SIP. As a result relevant areas for improvement are identified but although these arrangements are wide ranging, they are not always based on first-hand evidence and do not use agreed criteria. This reduces the rigour of subject reviews, for example.
158. The self-evaluation report is well structured and it clearly identifies good features and some areas for improvement. The accuracy of the report in awarding grades is variable, as the judgements are not always securely based on a sufficient range of evidence. The inspection team agreed with the school's self-evaluation in key questions one, five and six but in contrast awarded one grade lower in the other four. In Key Question 2 the inspection team identified some shortcomings and in the rest it identified many good rather than outstanding features.
159. There are good arrangements to seek the views of pupils, parents, staff and governors, for example through questionnaires. The arrangements to take account of pupils' views, both formally and informally, are particularly well developed.
160. Regular staff meetings establish appropriate understanding and involvement of members of staff in self-evaluation arrangements, such as monitoring.
161. The school improvement plan (SIP) clearly identifies prioritised areas for improvement and sets out a clear programme of staff training. Furthermore, in collaboration with subject co-ordinators the head teacher develops plans of action relating to the areas for which they are responsible. This planning provides a good basis to promote improvements but although the actions needed are discussed they are not formally linked to a programme of monitoring to review their impact.

162. Appropriate details of financial planning are included in the SIP. This demonstrates that adequate resources are allocated to the school's priorities.
163. The absence of measurable targets in recent SIPs and agreed criteria against which to judge quality and standards make it difficult for the school to demonstrate improvements. Performance indicators reflect the maintenance of high standards and standards have improved in Welsh as a second language and information technology since the last inspection, but the quality of subject evaluations and the reporting of improvements to the GB, for example, do not clearly identify what has improved or provide appropriate supporting evidence.

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

Grade 2: Good features and no important shortcomings

164. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 1. The overall management of resources is efficient and effective, but their impact on standards does not reflect outstanding features.
165. The provision of teaching and support staff is very good. This ensures a higher pupil to adult ratio than is found in most primary schools. Teachers are appropriately qualified and they have a good range of expertise that includes both experienced and recently trained staff members. All undertake the role of subject co-ordinator; they have appropriate job descriptions and share a strong commitment to undertake further professional training. Well established performance management systems contribute positively to staff development.
166. Qualified LSAs, including a nursery nurse, make a very good contribution to the standards achieved by pupils. This provision, together with the contribution of a wide range of specialists and volunteers to the quality of learning, is an exemplar. This includes the 'athrawes fro,' a trainer in ICT, a tutor for recorders and a number of peripatetic music teachers providing high quality instrumental tuition.
167. Teachers and LSAs are carefully deployed and good emphasis is placed on their professional development. In some cases teachers manage the contribution of LSAs and adult volunteers very well, but on occasions the deployment of adults results in the over direction of learning tasks.
168. The school has successfully implemented workforce remodelling. General assistants provide effective support for teachers with a number of tasks. The arrangements to provide them with the required time for planning, preparation and assessment (PPA) tasks are well organised. Qualified teachers or suitably qualified LSAs provide the teaching for these sessions, enabling pupils to benefit from particular expertise in art, design and technology and music, for example. Monitoring of this provision by the head teacher indicates a positive impact on the quality of learning.
169. The school uses administrative staff, students and volunteers to good effect. The caretaker, cleaners, catering and supervisory staff ensure the smooth running of day-to-day routines. The standard of cleanliness and routine maintenance of the school is good.

170. Overall, the accommodation provides a suitable setting for effective learning and teaching. The accommodation matches curricular needs well in KS2 but in KS1 the areas used by Y1 and Y2 often result in cramped conditions that impact on learning. The recent reorganisation of the indoor space, including the provision of a covered practical area and increased provision of outdoor learning opportunities, is having a positive impact in reception. The provision of outdoor learning is in line with the Foundation Phase, but it is not integrated into the curriculum fully, as there is no secure fenced area for learning through play.
171. Recent investment in the building includes the provision of new toilets and enhanced administrative accommodation. There is a lack of accommodation for teachers undertaking PPA tasks and of easily accessible space within the building for activities such as instrumental tuition. As a result some classes suffer interruptions.
172. Playing fields and hard surface areas are used purposefully for physical education lessons, sports clubs and at break times. The grounds provide a valuable learning resource, with wildlife areas, an orienteering course and nature trails.
173. In general, pupils have access to good quality resources that match the basic demands of their learning, but the range of resources used, for example in history, is narrow. There is a sufficient supply of equipment and materials for practical and creative work, a well stocked library and well organised reading materials, but the limited provision of ICT equipment, including computers and interactive whiteboards, limits learning opportunities across the school.
174. The length and organisation of lessons and too little variation in the learning styles used sometimes results in a slow pace of work, but in general school is effectively and efficiently organised.
175. The SIP includes details of planned expenditure that indicates financial resources are matched appropriately to the school's priorities and needs. The most recent audit report 2007/08 concludes that the school's financial and administrative procedures are of a 'satisfactory standard' and makes a number of recommendations.
176. The GB monitors income and expenditure closely and has implemented appropriate financial procedures. Almost 10 per cent of current income is held in reserve. The purpose of this reserve is to safeguard staffing levels should pupil numbers fall. Current spending plans indicate that this surplus is set to decrease.
177. Taking into account improvements since the last inspection and the maintenance of high standards as shown in NC performance indicators the school continues to provide good value for money. However, although partial resolution of the shortcomings in outdoor provision for the under-fives and in the provision of ICT across the school identified in the last inspection is imminent, this situation continues to limit standards.

Standards achieved in subjects and areas of learning

Under fives

Language, literacy and communication skills

Reception: Grade 1: Good with outstanding features

Outstanding features

178. Outstanding features are clearly evident in the well-developed oracy skills of the children. They speak in complete sentences, with clear diction and use a wide vocabulary. They are eager to talk to adults, and participate very well in group discussions. They role play extremely well in the 'post office', using a large number of questions and answers purposefully.
179. A few more able children read books independently and with good understanding.
180. The majority of children write their own names correctly. More able children write simple sentences independently.

Good features

181. Children listen well to the teacher and to each other and respond appropriately to instructions. They show a good understanding of simple Welsh commands and are effective in their use of Welsh phrases and simple sentences. The majority are confident when speaking in front of an audience and re-tell simple stories, such as the story of the Three Bears, effectively and with the correct sequencing of events.
182. The children handle books correctly and make effective use of picture clues to understand stories. They know many letter sounds, have a good grasp of phonics and realise that print runs from left to right.
183. Children underwrite and overwrite correctly with good letter formation and use emergent writing skills effectively for a variety of purposes, for example, writing invitations to the teddy bears' picnic and letters to Father Christmas.

Shortcomings

184. There are no important shortcomings.

Personal and social development

Reception: Grade 1: Good with outstanding features

Outstanding features

Children show very good concentration skills, and persevere well when trying to solve problems, for example, when building a setting for the story of the Three Bears.

They have an excellent understanding of class behaviour expectations and are particularly sensitive to the needs and difficulties of other children.

Good features

185. Children are friendly and polite and show good respect to adults and to each other. They work well together in small groups, sharing equipment and materials well. They take turns and help tidy up at the end of an activity. They display a good measure of independence when dressing and undressing and when using the toilet. They show respect and genuine concern for living things.

Shortcomings

186. There are no important shortcomings.

Mathematical development

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

187. Children count accurately beyond ten and can order numerals up to ten correctly, making effective use of number lines. They sort and match objects effectively according to shape and colour and can identify the odd one out in a group of objects. They sing number songs and rhymes enthusiastically and realise that a graph can convey information.
188. Children know that money is needed to buy stamps in the post office and use appropriate mathematical language, such as 'lighter than' and 'bigger than,' when investigating size, weight and length.

Shortcomings

189. There are no important shortcomings.

Knowledge and understanding of the world

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

190. Children show a good understanding of the natural world and have a good knowledge of the seasons, especially autumn and winter. They know how plants grow and mature and talk enthusiastically about their bulb-planting session. They recognise some birds and draw pictures of birds seen outside the classroom window in their Bird Watch class book. They have a good knowledge of the life cycle of a butterfly.
191. Children know a great deal about people who help us and have very good knowledge about the work of the postman who visited the school. Their understanding of the passage of time is evident in their discussions about themselves when they were babies. Their exciting work on the Chinese New Year shows a good understanding

of another culture. They apply their mathematical knowledge well to cooking activities, such as making biscuits and porridge, and can name many materials correctly. They use ICT independently to listen to stories and they operate appropriate programs.

Shortcomings

192. There are no important shortcomings.

Physical development

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

193. Children's fine motor skills develop well. They handle pencils, paintbrushes, scissors, glue sticks and the computer mouse with good degrees of control and good hand and eye co-ordination. They colour carefully and handle jig saws and building blocks effectively.

194. Children climb and balance confidently and travel over and along apparatus in a variety of ways with appropriate co-ordination. They pedal and push energetically, but in a controlled way, when playing on wheeled vehicles. They know how exercise affects their bodies and have a good awareness of safety factors.

Shortcomings

195. There are no important shortcomings.

Creative development

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

196. Children use a range of media well to create effective pictures, models and collages and much of their work shows a lively use of imagination and good observational skills. For example, they work effectively with junk materials to create robots and mix paints well when painting pictures of bears.

197. Children engage effectively in various role play activities and sing tunefully with a good enunciation. They clap rhythms very well when responding to music.

Shortcomings

198. There are no important shortcomings.

Welsh second language

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

199. In KS1 pupils listen well and use simple phrases and greetings confidently. They participate effectively in activities such as role play, using appropriate vocabulary correctly. For example, in Y2 they use a wide vocabulary when discussing food and drink when playing in the 'café'.
200. Pupils in Y1 and Y2 count capably, know the names of colours and answer questions about foods and feelings enthusiastically. They sing Welsh songs with correct enunciation and good recall of words.
201. Across the key stage pupils develop reading skills well. They read worksheets, labels, words on the computer screen and flashcards accurately. In Y1 they have a good understanding of names of occupations they recognise from flash cards and in Y2 they read their own work well with good expression and recognise many words in one of the class 'big books.'
202. The standard of written work is good in KS1 with pupils writing for a variety of purposes. In Y1 they label pictures of parts of the body correctly and complete sentences about the weather, and in Y2 they complete worksheets about favourite foods capably.
203. In KS2 pupils listen carefully and speak clearly and confidently with good enunciation. In Y3 pupils use the past tense effectively to discuss the weather and to answer questions about a story and their holidays. When playing language games, such as a detective game, in Y4 they use a variety of questions and answers very effectively. They extend their answers well through using appropriate conjunctions. In Y3 and Y6 they use a 'hot seat' exercise to revise questions and answers about personal details and in Y5 they describe their leisure activities successfully.
204. In general, across KS2, pupils read with a good understanding of the text. For example, in Y3 they choose reading books sensibly and discuss characters in stories knowledgeably and in Y6 they read information sheets about various countries with a good measure of understanding.
205. Across KS2 pupils use a wide vocabulary and a good variety of sentences in their written work. For example, in Y3 they write lively book reviews and in Y4 they create dialogues, which show accurate spelling and the effective use of various questions and answers. Older ones use present and past tenses of the verb and interesting adjectives correctly when writing about the pirate, Harri Morgan.

Shortcomings

206. There are no important shortcomings.

Information technology

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

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

Good features

207. In KS1 pupils confidently use the mouse and keyboard to control events on the computer screen. They 'drag and drop' graphics and click on appropriate icons when using simulation programs.
208. Previous work and records indicate that pupils in KS1 develop appropriate competence in word processing. They amend their work and save and print the results with help. They gain appropriate skills in using a simple database; generate appropriate pictograms and experiment with graphics programs.
209. In KS2 pupils make sound overall progress in word processing, including combining text and graphics, using spreadsheets and operating multi-media and modelling programs.
210. Younger pupils in KS2 demonstrate good levels of competence when accessing selected websites to locate information in a history lesson, for example. Older ones, again in a history lesson, confidently select and download information from websites and have good skills in manipulating text and graphics to communicate information.
211. Previous work indicates that pupils in KS2 acquire good editing skills in word processing; they use a range of tools to good effect when operating graphics and multi-media packages and they have opportunities to develop skills in using simulations and modelling programs.

Shortcomings

212. There are no important shortcomings.

History

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

213. In Y1 pupils develop an appropriate understanding of change over time. For example, they list the differences between old and new toy bears. They compare the homes of their parents and grandparents and learn about historical figures including Samuel Pepys.
214. Pupils in Y2 confidently recall facts about Florence Nightingale and ask thoughtful questions about Betsi Cadwaladr's life in a 'hot seating' activity. In previous work they

develop further their understanding of change by comparing homes in different periods. They recall the story of Guy Fawkes well.

215. Pupils in KS1 distinguish between old and new buildings in the village and based on first hand experiences, including a visit to the Museum of Welsh Life, they identify differences between life now and in the past.
216. In Y3 pupils' previous work indicates that they have studied the features of Celtic Life. They know that different peoples have invaded and settled in Britain and compare the characteristics of the Celts and Romans. They recall the story of historical figures including Boudicca.
217. In Y4 pupils have good knowledge of aspects of life in Tudor Times and compare the lives of rich and poor people. From previous work, they recall a good range of information about Henry VIII.
218. Pupils in Y5 develop insights into the lives of people in Victorian Times and in Y6, based on a study of the Second World War, they have a good understanding of the impact of war. In particular, they have a good grasp of what it meant to be an evacuee and they consider the thoughts and feelings of a young soldier. They know about ID cards, rationing and the impact of the blitz, and they can name the key leaders of the time. They have a good understanding of the importance of Remembrance Day.
219. In discussions older pupils, in both key stages, show good recall of information about the periods they study, including a well developed understanding of chronology. The wide range of first-hand experiences they have, through visits to places of historical interest, impact well on standards.

Shortcomings

220. In KS2 pupils' understanding of interpretations of history and their skills in communicating historical information are not always developed sufficiently.

Music

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

221. Across the school the majority of pupils sing in tune; they enunciate clearly and sing with an appropriate measure of control. They sing a wide range of songs, including Welsh ones, enthusiastically. Older pupils maintain a tune well when singing in two or more parts. For example, in Y5 they sing a Hungarian folk song confidently as a round and across KS2 they sing effectively in two parts when practising for a musical performance.
222. In KS1 pupils recall simple rhythmic patterns effectively and repeat them using clapping movements. They play a range of untuned percussion instruments

confidently and have a good awareness of the different sounds various instruments make. They understand a very simple graphic score and use it appropriately when performing compositions. They have a good understanding of pitch.

223. In Y1 pupils appraise their own and others' music appropriately, and differentiate correctly between loud and quiet sounds. In Y2 they listen critically to African music and they knowledgeably talk about rhythm, beat and pace. They voice their opinions about music from another culture in a mature way.
224. In KS2 pupils compose simple tunes in response to a variety of stimuli. For example, in Y3 they create a musical story based on the tale of 'Little Red Riding Hood' and in Y6 they compose pieces to represent a journey in space, using tuned and untuned percussion instruments appropriately.
225. Overall, pupils in KS2 show a good sense of rhythm as they clap out a melody and an increasing understanding of how changes in rhythm can add to the excitement of a composition.
226. Pupils in KS2 have good music appraisal skills. They listen carefully to a wide variety of music and voice their opinions articulately, giving reasons for preferences and stating how the music affects their feelings. All pupils benefit from performances by professional musicians; they appraise their performances perceptively, focusing on specific musical elements. Pupils in all year groups use appropriate terminology when discussing their own and others' work.
227. Many pupils across the school learn to play the recorder. Their standard of performance is good; they play confidently and with sensitivity and acquire a good knowledge of music notation.
228. Standards achieved by the large number of pupils in KS2 who receive tuition in playing a range of instruments are very good. These pupils have a good grounding in basic music skills. They play individually or as part of an ensemble and orchestra, and perform confidently in assemblies and concerts.

Shortcomings

229. Pupils seldom develop their performing and composing skills fully during music lessons; they do not sufficiently develop their simple compositions to reflect the effective use of different elements to create musical interest and expression.
230. The good technical and expressive skills of the many pupils who play instruments are not fully reflected in the quality of group compositions and performances in class.
231. Pupils do not explore a sufficient range of sound sources, including ICT, to enhance their composing skills.

Physical education

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

232. Pupils across the school know about the beneficial effects of exercise on health, and have a good awareness of safety in physical education lessons.
233. In dance pupils in Y1 travel in a good variety of ways and respond appropriately to music. When performing their 'Jack and the Beanstalk' dance, they make effective use of different levels and express their feelings well through facial expressions.
234. In Y2 pupils follow instructions carefully when learning Welsh folk dances and display good awareness of space. They move energetically and enthusiastically, have good co-ordination skills, dance in a controlled way and evaluate the work of their peers effectively.
235. Secondary evidence indicates that pupils in KS1 move well in gymnastics lessons, climbing and balancing confidently on apparatus, and that in games they handle balls with well developed throwing and catching skills.
236. In KS2 pupils' ball handling skills are good. They work energetically when striking and receiving the ball in hockey, display good co-ordination and work well together when playing games in small groups. Their netball and football skills are good and they show increasing control and effective use of tactics when playing competitive games.
237. Secondary evidence indicates that pupils across KS2 show a good awareness of body parts and body shape, as they create movement sequences on the floor and on apparatus.
238. Pupils in Y6 adapt and refine the basic actions of travelling well, demonstrating good control of a range of movements. The majority perform sequences of movement well, including a roll, stretch jump and a balance, and a few extend their sequences imaginatively. The majority use their gymnastic skills well when working on apparatus.
239. In KS2 pupils make good progress in swimming and teachers testify that they accomplish at least the NC requirement of swimming 25 metres and a good number attain high levels of competence through extra-curricular activities.
240. Participation in competitive games and sports events, such as cross country running, enhances both physical and social skills well. The wide range of extra-curricular activities, including coaching from professional sportsmen and women in areas such as dance and golf, impact well on standards for those participating.

Shortcomings

241. There are no important shortcomings.

School's response to the inspection

242. Members of staff and the governors have carefully considered the outcomes of the inspection. The report affirms the good quality of education we provide for pupils at Gilwern Junior and Infant School.
243. We are justly proud of the many strong features identified by inspectors, including the commitment of all the adults who work in the school to help children achieve high standards. The report provides a detailed snap shot of the school's work; it confirms our success in providing a rich, broad and balanced curriculum and in promoting a vibrant and stimulating learning community for all our pupils. The school's core objective remains to achieve the best education possible for our pupils. We will build on our systems of self-evaluation and incorporate the issues raised in the report within an updated SIP.
244. The inspection report provides the school with clear recommendations and these will be addressed through the school's post inspection action plan. This will be drawn up by the staff and GB and will address all issues and recommendations from the report. This plan will be shared with all parents and carers.

Appendix 1

Basic information about the school

Name of school	Gilwern Junior and Infant School
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	New School Road Gilwern Abergavenny Monmouthshire
Postcode	NP7 0AY
Telephone number	01873 830325
Head teacher	Mr Roger Guy
Date of appointment	May 2000
Chair of governors/ Appropriate authority	Mr Bryan Davies
Registered inspector	Mr Michael T. Ridout
Dates of inspection	19/02/08 – 21/02/08

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	-	20	27	21	24	23	29	21	165

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.3 : 1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	23.6
Teacher (fte): class ratio	1.3 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	n/a	95.25	93.62
Summer 2007	n/a	96.25	93.38
Autumn 2007	n/a	95.30	94.80

Percentage of pupils entitled to free school meals	7
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		24		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	8	54	38
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	0	67	33
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	8	67	25
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	8	50	42
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	0	63	38
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	54	46
		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	91.7	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 Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2007						Number of pupils in Y6:			30	
			D	A	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	3	57	40
		National	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	67	33
		National	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	57	43
		National	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	96.7	In Wales	74.1

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
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- The inspection team consisted of three inspectors and a peer assessor, appointed by Estyn, who worked for seven inspector days (over three days) gathering first-hand evidence. In total, 37 lessons or parts of lessons were observed, in which standards and teaching were graded. Inspectors also evaluated the pupils' work.
- The deputy head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 19 parents before the inspection and considered 50 parents' responses to a questionnaire. More than 90 per cent of responses to the questionnaire were positive.
- At the end of the inspection, the main findings were discussed with the head teacher and the nominee. A short time after the inspection, meetings were held with the head teacher and deputy head teacher, members of staff, and the governors, to report the findings of the inspection. A representative of the LEA attended the latter meeting.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Key Question 2: How effective are teaching, training and assessment? Key Question 5: How effective are leadership and strategic management? Key Question 6: How well do leaders and managers evaluate and improve quality and standards? Key Question 7: How efficient are leaders and managers in using resources? Additional learning needs aspect of KQ4; Information technology and history.
Mrs. Zorah Evans Team inspector	Assessment aspect of KQ2. Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key Question 4: How well are learners cared for, guided and supported? Resources aspect of KQ7. Under-fives, Welsh second language, music and physical education
Mr. Ted Tipper Lay inspector	Aspects of Key Questions: 1, 3 and 4.
Mrs Clair Roberts Peer Assessor	Participation in the full range of inspection activity and making a contribution to inspection judgements
Mrs. Jennifer Aylett Deputy head teacher and nominee	Liaison with inspectors, contributions to team discussions and the school's response.

Acknowledgement:

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

The Contractor for this inspection was:

E.L.L.I.S. (Cymru) Limited.

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