

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

A Report on the Quality of Education in

**Griffithstown Primary
Florence Place
Griffithstown
Pontypool
NP4 5DN**

School Number: 6782321

Date of Inspection: 09 June 2008

by

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Griffithstown Primary 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 Griffithstown Primary took place between 09/06/08 and 12/06/08. An independent team of inspectors, led by Jeff Beecher undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Griffithstown Primary is a newly created school situated in the village of Griffithstown near to Pontypool in Torfaen. It was opened in January 2007 following the closure of local infant and junior schools. There are two school sites, approximately 300 metres apart in different streets. The early years and key stage 1 pupils are housed in an old Victorian building and the key stage 2 pupils are in a building erected in the 1970s. There is also a Special Needs Resource Base, which caters for pupils with moderate learning difficulties from across Torfaen on the key stage 2 site. Currently there are 30 pupils in the Resource Base.
2. At the time of the inspection, there were 411 pupils on the school roll including 41 part-time nursery children. The school is situated in a mainly residential area that is neither prosperous nor disadvantaged. Nursery children are admitted to the school on a part-time basis in the September following their third birthday. Pupils begin full-time education in the September before their fifth birthday. Pupils from a neighbouring infant school join Griffithstown Primary in year 3 following their completion of key stage 1. The school is served by a playgroup within the area to provide wrap around care for nursery aged children.
3. Over 98 per cent of pupils come from English speaking homes. Fewer than one per cent of pupils come from Welsh speaking family backgrounds. Approximately one per cent of pupils come from a mix of other ethnic groups. One pupil receives support for learning English as an additional language. In the current academic year, approximately 12 per cent of pupils are entitled to receive free school meals. This is below both Local Education Authority (LEA) and national averages.
4. Pupils' ability on entry varies considerably and is generally below the LEA average. Approximately 26 per cent of pupils have been identified as having special educational needs (SEN) including 16 per cent who have statements of Special Educational Needs. This is above the national average. Two children are 'looked after' by the local authority. Three pupils have been excluded from the school on a temporary basis in the previous 12 months.
5. There are the equivalent of 19.5 full-time teachers, including one who works on a part-time basis. Twenty teaching assistants are on the staff and also two part-time administrative assistants. The school is undertaking both the Investors in People and Basic Skills Quality Mark Awards. There has been no previous inspection of this newly created school.

The school's priorities and targets

6. The school's mission statement is 'Inclusive, creative learning at the heart of our community'. It aims to promote an atmosphere of calm and purpose with an underlying sense of fun for all.
7. Long term priorities focus on three main areas:
 - Accountability.
 - Responsibility.
 - Developing the learning environment.
8. Shorter term priorities outlined in the School Improvement Plan include developments in:
 - Curriculum.
 - Management.
 - Culture and environment.
 - Community.

Summary

9. Griffithstown Primary School is an improving school with many good features, in particular, in the way it cares for, guides and supports its pupils and in the good working relationships, which exist between adults and pupils.
10. Despite the difficulties of being located on two very different sites, the school is beginning to develop effective policies and procedures that reflect one school and one vision.
11. The school has made good progress since amalgamation of the infant and junior schools toward creating a primary school ethos and in introducing appropriate structures for further development and improvement.

Table of grades awarded

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

Standards

Subjects and/or areas of learning for under-fives

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

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Nearly all of pupils settle quickly into school and enjoy and persevere at their activities. Overall standards in the areas of learning in both the nursery and reception are good with no important shortcomings.

Grades for standards in subjects inspected

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

13. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	68%	15%	6%	0%

14. Standards of achievement in the lessons observed are just below those figures identified in the most recent chief inspector of school's report where standards are good or better (grade 1 or 2) in 80 per cent of lessons.
15. Overall the under-fives and pupils in key stage 1 and 2 reach good standards in communication skills. Most pupils have well developed speaking and listening skills and pupils read fluently for a variety of purposes, they use their writing skills effectively, however, in key stage 2 writing across the curriculum is less well developed. In both key stage 1 and 2 standards in the skills of ICT and numeracy are underdeveloped because opportunities to use these skills in a range of subjects are missed.
16. Good features outweigh shortcomings in the development of pupils' bilingual competence and in their awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*. Although key stage 1 pupils sometimes display good progress, in key stage 2, the ability of a significant number of pupils to communicate effectively in Welsh is more limited.
17. Statutory assessment results in English, mathematics and science for key stage 1 in 2007 show that the pupils standards are well above local and national levels. In particular, pupils perform well in maths with a significant percentage of boys and girls achieving level 3. The Core Subject Indicator (the percentage of pupils reaching level 2 in each of the core subjects) of 89 per cent was well above the national average of 81 per cent.
18. At the end of key stage 2 in 2007 the statutory assessment results were below the national averages in English, Maths and Science. However, a good proportion of pupils reach above expected levels (level 5) in Maths and Science. The Core Subject Indicator (the percentage of pupils reaching level

4 in each of the core subjects) at 65 per cent was also below the national average of 74 per cent. These results include pupils assessed in the Special Needs Resource Base who formed 13 per cent of the year group. When results for the mainstream pupils only are considered the results are above local and national averages in Maths and Science but still below the national average in English.

19. At key stage 2, there is a significant difference in the achievement of girls in the core subjects and in the Core Subject Indicator when compared to boys. Girls reach higher levels in each subject area, in particular English where 93 per cent of girls reach level 4 compared to 52 per cent of the boys.
20. In key stage 2 in particular, the end of key stage results show that some pupils do not always achieve the realistic targets that are set for them. This is because procedures for setting whole school targets have yet to become embedded in school practice. In a few classes pupils do not fully understand what they are doing, how well they are progressing and what they need to do to improve but this is not evident in all classes.
21. Relationships within the school are a strength of the provision. Pupils display a good, positive attitude towards learning. They enjoy their lessons and are well motivated. The standard of behaviour of most pupils is good. From the earliest age, most pupils are respectful, courteous, thoughtful and relate well to one another and to adults. However the behaviour of a very few pupils in the mainstream and some pupils in the Special Needs Resource Base has a negative impact on their learning and the learning of others.
22. Attendance, at 93 per cent over the previous three terms, is in line with WAG expectations and compares favourably with similar schools. A very few pupils arrive late in the mornings and disruption of lessons by late arrivals is minimal.
23. Good progress is made by pupils across the key stages in their acquisition of personal, moral and social skills. They have clear moral values and the shared values of respect, kindness and consideration for others are exhibited and promoted effectively in the day to day life and work of the school. Pupils' spiritual development is less well developed.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	57%	16%	10%	0%

24. These figures are below those published in HMCI's Annual report for 2006 - 07, where the overall quality of teaching in primary schools is reported to be grade 2 in 80 per cent of lessons. Teachers have a good relationship with their pupils and there is a good teacher -pupil interaction with plenty of praise and encouragement. Where teaching is most successful this is a strong feature. Teachers display a caring attitude towards the pupils.

25. Outstanding features of teaching include a purposeful, secure working atmosphere, encouragement of pupils to think and learn independently and a wide range of stimulating teaching approaches. Where teaching is good, lesson objectives are shared with pupils and this has a good effect on pupil's understanding on what they will learn. The majority of lessons are well structured with teacher's enthusiasm stimulating the interest of the pupils. Good questioning techniques and the use of thinking skills are effective features of many lessons.
26. Teaching Assistants have a positive impact upon pupils' standards and many are effectively deployed to support individuals and small groups of pupils.
27. Where there are shortcomings in teaching, the balance between teacher input and pupil activities is inappropriate with the range of teaching methods being limited and work insufficiently challenging and differentiated to meet individuals' needs. In a small minority of lessons there is inconsistent application of the school's assertive discipline policy and as a result the active engagement of pupils is not always secured.
28. In the Special Needs Resource Base there are good relationships between staff and pupils, and pupils have their own individual education plans relating to their needs. However teaching quality is more variable and in some cases outcomes are not sufficiently challenging.
29. The quality of assessment has good features that outweigh shortcomings. The school have worked hard to establish good procedures in assessment for learning and these strategies are beginning to have a positive impact on pupil progress. There are clear procedures for assessing pupils' achievements, progress and attainment. Teachers gather relevant information through a series of tests and observations and during the last year a new tracking system has been introduced to record individual pupils' progress; however the use of this system is in its early stages and has not yet had sufficient time to impact on pupils' standards.
30. At its best, marking clearly indicates to pupils how they could improve their work. Pupils' involvement in individual target setting is underdeveloped; currently a few classes have trialled this approach, but this is not consistent practice through the school.
31. The school provides a wide range of learning experiences that meet pupils' needs and interests and has built on the good practice shared by the former infant and junior schools. The school sees the care, support and guidance of its pupils as one of its main priorities. There is a very committed team of support staff that is well trained in all aspects of care, support and guidance including the provision of appropriate methods for supporting pupils experiencing problems. There are suitable arrangements to ensure the well being of pupils whilst in the school's care. Parents are encouraged to become involved with the school in the support and guidance of their children and most do.

32. The school effectively identifies additional learning needs and ensures that pupils with special educational needs (SEN) have full access to the National Curriculum. Detailed assessment and monitoring of need contribute significantly to the success of all pupils. Pupils with statements of SEN in the Special Needs Resource Base have full access to the curriculum and benefit from the differentiated work given to them. Other pupils who are integrated on a full time or part time basis to the mainstream of the school are given good support and access the curriculum successfully.

Leadership and management

33. Staff, governors, pupils and parents have all been involved in formulating the school's mission, vision and aims, they are clear and focused on pupils' needs and are beginning to impact on standards.
34. The head teacher provides a positive lead and has a clear and ambitious vision for the school. The expectations she holds for herself and her staff are high. She has begun to address areas within the school in order to raise standards and since her appointment, has made measured and appropriate changes. She has ensured that structures and procedures have been devised to enable the school to function efficiently. Due to the current structure of the leadership team it is unable to appropriately cover all areas of responsibility, additional capacity along with clearly defined roles and responsibilities have yet to be established.
35. The day-to-day management of the school is good overall. The head teacher endeavours to divide her time equitably between the two school sites, but this is not always achievable and as a result there is a shortage of time to develop whole school managerial structures.
36. Performance management procedures have been established in the school and are used to identify staff training needs and to improve the quality of provision. Opportunities for professional development are created for all staff, however procedures for monitoring the impact on standards and teaching are underdeveloped, this is largely due to the small number of staff with leadership responsibilities.
37. The process of self-evaluation is in the early stages of being developed and is an established target in the School Improvement Plan. The head teacher has a very good working knowledge of the school based on her experience, general monitoring of lessons, discussion with the curriculum development teams and with individual staff. However, curriculum teams are just beginning to develop strategies to ensure effective monitoring and evaluation of their areas, but these lack a structured and rigorous approach.
38. A strength of the school is in the way that it seeks out and takes account of the views of pupils and parents, it has identified the need to extend this process to other agencies such as peripatetic staff, health authority and social services professionals and from interested members of the local community.

39. The governing body has only been established for just over a year and as yet, has not had enough time to come to terms with all the roles and responsibilities required. However, they know the school and community well and they bring a wide range of practical and professional skills to the school. They are well led and keen to support the head teacher in the development of all aspects of school life. In all instances, the governing body fully meets its statutory responsibilities.
40. The school has a good complement of teaching and support staff with a good range of experience and expertise. The ratio of adults to pupils is good and staff work hard to meet the needs of all pupils, including those with additional learning needs. This is especially the case in the infants department and in the Special Needs Resource Base.
41. The infant and junior sites are at either end of a very narrow street which has vehicles parked along both sides. For the infant pupils to reach the junior site, they must walk along an extremely narrow footpath and negotiate the crossroads with another street. The school has conducted a risk assessment and has mitigated the risk by employing a school crossing attendant within school hours and at the beginning and end of school. Despite the school's best efforts, the inspection team believes that the accommodation in its present form is not fit for purpose.
42. There are sound controls over spending. The head teacher receives valuable support from administrative staff in school and at the LEA. Regular analysis of costs and benefits ensures the school receives best value for its expenditure. Overall the school achieves appropriate value for money.

Recommendations

- R1 Raise standards in subjects and key skills where shortcomings are identified and at key stage 2 raise the standards achieved by boys compared to girls.
- R2 Extend the roles of the senior management team and further develop these together with those of the curriculum teams in evaluating the school's provision in order to raise standards.*
- R3 Disseminate and share the best practice in teaching in order to raise the quality of teaching throughout the school to that of the best.
- R4 Embed procedures to assess and track pupils' progress throughout the school and strengthen the target setting process to ensure there is greater challenge.*
- R5 Continue to develop ways for pupils to make assessments about their own progress so that they know how to improve their work. *
- R6 Continue to work closely with the LEA to address the issues concerning accommodation.

* Identified by the school in the School Improvement Plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

43. The findings of the inspection team do not match with the school's grade given in the self-evaluation report. The inspection team identified shortcomings in pupils' standards of achievement and so awarded one grade lower.

Standards in the areas of learning for under-fives

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

44. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Nearly all of children settle quickly into school and enjoy and persevere at their activities. Baseline data indicates that children enter under-fives classes with scores that represent a wide range of ability. However, they make good progress and overall standards in the areas of learning in both the nursery and reception are good with no important shortcomings.

Standards in subjects inspected in key stage 1 and key stage 2 are as follows:

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

45. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	68%	15%	6%	0%

46. These figures are just below those figures identified in the most recent chief inspector of school's report where standards are good or better (grade 1 or 2) in 80 per cent of lessons. They are also below the targets set by the Welsh Assembly Government in its publication 'Vision into Action' that state by 2010 the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.
47. Most pupils make good progress as they move through key stage 1 and key stage 2 regardless of their social, ethnic or linguistic background. Pupils with additional learning needs and those in the Special Needs Resource Base make good progress overall towards the targets set for them in their Individual Education Plan's. However the behaviour of a very few pupils in the mainstream at key stage 2 and in the Special Needs Resource Base has a negative impact on their learning and the learning of others.
48. Overall the under-fives and pupils in key stage 1 and 2 reach good standards in communication skills. Most pupils have well developed speaking and listening skills, pupils read fluently for a variety of purposes and most pupils use their writing skills effectively. However, in key stage 2 writing across the curriculum is less well developed. Standards in the skills of ICT, numeracy and bilingualism are less well developed because opportunities to use these skills in other subjects are missed.
49. Good features outweigh shortcomings in the development of pupils' bilingual competence and in their awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*. Although key stage 1 pupils sometimes display good progress, in key stage 2, the ability of a significant number of pupils to communicate effectively in Welsh is limited.
50. In key stage 2 in particular, the end of key stage results show that some pupils do not always achieve the realistic targets that are set for them. This is because procedures for setting whole school targets has yet to become embedded and has been recognised as an area for improvement by the school.
51. In a few classes initiatives exist to ensure that pupils understand what they are doing, how well they are progressing and what they need to do to improve. As a result, they are able to reflect on what they have learned and to identify which aspects need further attention. This is not consistent in all classes and many pupils are unclear how they might improve their work.
52. Statutory assessment results in English, Mathematics and Science for key stage 1 in 2007 show that the pupils standards were well above local and national levels. In particular, pupils perform well in maths with a significant percentage of boys and girls achieving level 3. The Core Subject Indicator

(the percentage of pupils reaching level 2 in each of the core subjects) of 89 per cent was above the national average of 81 per cent.

53. At the end of key stage 2 in 2007 the statutory assessment results were below the national averages in English, Maths and Science. However, a good proportion of pupils reach above expected levels (level 5) in Maths and Science. The Core Subject Indicator (the percentage of children reaching level 4 in each of the core subjects) at 65 per cent was also below the national average of 74 per cent. These results include pupils assessed in the Special Needs Resource Base who formed 13 per cent of the year group. When results for the mainstream pupils only are considered the results are above local and national averages in Maths and Science but still below the national average in English.
54. At key stage 2, there is a significant difference in the achievement of girls in all three subjects and in the Core Subject Indicator when compared to boys. Girls reach higher levels in each subject area, in particular English where 93 per cent of girls reach level 4 compared to 52 per cent of the boys.
55. When the key stage 2 results are compared with those in similar schools they are in the lowest 25 per cent for English and Science and in the lowest 50 per cent for Maths, this includes pupils assessed in the Special Needs Resource Base.
56. Pupils display a good, positive attitude towards learning. They enjoy their lessons and are well motivated. Pupils are eager to answer questions and have the ability to sustain concentration and to persevere with tasks set.
57. The standard of behaviour of nearly all pupils of all ages is good. From the earliest age, almost all pupils are respectful, courteous, thoughtful and relate well to one another and to adults. Relationships within the school are a strength of the provision. Most pupils understand and accept the school's expectations of behaviour and the values that the school promotes. They have been encouraged to contribute to the formulation of school codes of conduct and this has had a positive impact on behaviour and learning. Three pupils have been excluded from the school on a temporary basis in the previous 12 months.
58. Attendance, at 93 per cent over the previous three terms, is in line with Welsh Assembly Government expectations and compares favourably with similar schools. A very few pupils arrive late in the mornings and disruption of lessons by late arrivals is minimal.
59. Pupils in the early years and at key stage 1 settle quickly to their chosen tasks. They display an increasing ability to make choices and to work independently for sustained periods of time. Pupils at key stage 2 use their time efficiently and co-operate well when working in pairs or as members of a group or class situations. However, the skills required to enable them to work independently are underdeveloped.

60. Good progress is made by pupils across the key stages in their acquisition of personal, moral and social skills. However, their spiritual development is less well developed. They have clear moral values and the shared values of respect, kindness and consideration for others are exhibited and promoted effectively in the day to day life and work of the school. Pupils share their views openly, listen well to others whilst appreciating that individuals may hold different opinions to themselves. This contributes to creating a happy, caring and supportive learning environment. Pupils develop a good understanding of corporate responsibilities through their roles on the School council and Eco committee. They have further responsibilities as playground Paddington Pals or Playground buddies. When given these specific positions of responsibility, pupils undertake their duties reliably and with confidence.
61. Pupils throughout the school display a good awareness of the principle of equal opportunities and the school ensures that all pupils have equal access to all activities. They recognise, understand and respect the similarities and diversity of beliefs, attitudes and cultural traditions within society.
62. Pupils are well prepared to participate in the community. Pupils develop a sense of citizenship within the school and wider community through a range of activities and initiatives such as fund raising for local and international charities. They participate effectively in community events such as in the Pontypool Eisteddfod and the choir sing at the local hospice. However, pupils' understanding and preparation for the world of work is limited.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

63. The findings of the inspection team do not match the school's grade 2 in its self-evaluation report. This is because the inspection team identified a number of shortcomings in teaching and assessment, which result in a lower grade being awarded.

64. The quality of teaching in the 65 lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	57%	16%	10%	0%

65. The percentage of teaching graded 2 or better is below the Welsh Assembly Government 2010 target of 80 per cent. It is also below the figures published in HMCI's Annual report for 2006-07, where the overall quality of teaching in primary schools is reported to be grade 2 in 80 per cent of lessons.

66. In the early years, staff both stimulate, and motivate nursery and reception children to achieve well. Teaching is often good, providing a wide variety of activities and experiences. Planning is good and clearly identifies what children are to learn.

67. In the majority of key stage 1 and 2 classes, teacher's planning is effective, with appropriately challenging objectives for taught sessions; teachers cater well for the promotion of equal opportunities

68. Teachers have a good relationship with their pupils and there is a good teacher-pupil interaction with plenty of praise and encouragement. Where teaching is most successful this is a strong feature. Teachers display a caring attitude towards the pupils.

69. Outstanding features of teaching include a purposeful, secure working atmosphere, encouragement of pupils to think and learn independently and a wide range of stimulating teaching approaches.

70. Where teaching is good, lesson objectives are shared with pupils and this has a good effect on pupil's understanding on what they will learn. The majority of lessons are well structured with teacher's enthusiasm stimulating the interest of the pupils. Good questioning techniques and the use of thinking skills are effective features of many lessons.

71. Teaching Assistants have a positive impact upon pupils' standards of achievement and many are effectively deployed to support individuals and small groups of pupils.

72. Where there are shortcomings in teaching, the balance between teacher input and pupil activities is inappropriate with the range of teaching methods being limited and work insufficiently challenging and differentiated to meet individuals' needs. In a small minority of lessons there is inconsistent application of the school's assertive discipline policy and as a result the active engagement of pupils is not always secured.
73. In the Special Needs Resource Base there are good relationships between staff and pupils, and pupils have their own individual education plans relating to their needs. However teaching quality is much more variable and in some cases expectations are not sufficiently challenging.
74. In some lessons teachers make good efforts to develop pupils' bilingual competency by using Welsh words and phrases but this is not consistent practice in all classes.
75. The quality of assessment has good features that outweigh shortcomings. The school have worked hard to establish good procedures in assessment for learning and these strategies are beginning to have a positive impact pupil progress. There is also a comprehensive policy for assessment, recording and reporting. Arrangements for assessment meet statutory requirements.
76. There are clear procedures for assessing pupils' achievements, progress and attainment. Teachers gather relevant information through a series of tests and observations and during the last year a new tracking system has been introduced to record individual pupils' progress; however the use of this system is in its early stages and has not yet had sufficient time to impact on pupils' standards. Assessment of the foundation subjects is under-developed; however the school improvement plan outlines strategies to enable this area to be developed.
77. Work is regularly marked and teachers make many positive and supportive comments for pupils. However there are inconsistencies across the school. Teachers do not always provide sufficient guidance to pupils on how they could improve their work.
78. Pupils' involvement in individual target setting is underdeveloped; currently a few classes have trialled this approach, but this is not consistent practice within the school's assessment procedures. Portfolios of work are being compiled which provide exemplars for matching National Curriculum levels; this process is not yet fully established throughout the school.
79. Parents have a meeting with teachers at regular intervals to discuss their children's progress. The format of teacher's annual written reports to parents has been improved recently. Reports are of good quality and make useful suggestions as to what steps pupils should take next.

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

80. The findings of the inspection team do not agree with the school's Grade 3 judgement in its self-evaluation report and awarded the school one grade higher.
81. The school provides a wide range of learning experiences that meet pupils' needs and interests and has built on the good practice shared by the former infant and junior schools.
82. Following amalgamation teams of teachers have begun extensive revision of subject policies and schemes of work. The whole-school approach emphasises the importance of continuity and progression, so that learning experiences build upon previously gained knowledge and skills, and ensures equality of opportunity for pupils in parallel classes. Four year cycles of topics are carefully planned in some foundation subjects in order to avoid repetition of work in mixed age classes.
83. The curriculum is broad and balanced and provides comprehensive coverage of the National Curriculum and religious education. Teachers' planning clearly identifies key skills and the common requirements of the National Curriculum programmes of study.
84. The curriculum for the under-fives is good. Nursery and reception pupils experience a variety of stimulating learning experiences both indoors and out of doors and pupils make good progress towards the Desirable Outcomes for Children's Learning. In addition to the outdoor area at the infant site, good use is made of the junior site's extensive grounds to provide a 'forest' setting for outdoor learning.
85. The school's provision for the development of the key skill of literacy is good. Planning for the development of the key skill of speaking is very good across the school. Taken together, pupils are given good opportunities to develop their communication skills. Numeracy and information technology skills are less well provided for; although these skills feature prominently in the school's planning, teachers do not make sufficient reference to their use during the course of lessons.
86. The school's promotion of *Y Cwricwlwm Cymreig* has good features that outweigh shortcomings; it is underdeveloped in some subjects, such as Art. The school does not do enough in promoting pupils' bilingual competence. Most teachers use Welsh commands and phrases in their classrooms but opportunities to develop simple dialogue are not taken routinely.

87. The curriculum is carefully modified to cater for pupils with additional learning needs, both in mainstream and in the Special Needs Resource Base, or who are more able.
88. Pupils have a good awareness of global citizenship through well planned Personal and Social Education programmes. Arrangements to deal with social disadvantage are good. Care is taken that all pupils have equal opportunity to access the curriculum regardless of their ability, background or gender. There are, however, instances where, because of inadequate resources in ICT, not all pupils are able to take advantage of the latest hardware and software.
89. The school has a good number of after school clubs, which offer pupils good opportunities to take part in extra-curricular activities. These include rugby, football, dance, instrumental tuition and a choir. The school arranges a good variety of visits and receives many visitors, which enrich pupils' experiences.
90. Planning for pupils' social, moral and cultural development is good. Circle time is well established and provides a focus for promoting self-esteem and awareness of pupils' rights and responsibilities. A central aim of the school is the promotion of respect for one another. Pupils support a number of charities through fund-raising events.
91. Provision for pupils' spiritual development is underdeveloped. There are missed opportunities to promote pupils' spiritual understanding during acts of collective worship.
92. Home-schools links are generally judged by parents to be good. A few responses to the parents' questionnaire said that the school does not keep parents well informed about what is taught and how their children are progressing. The team did not find any evidence to support these comments.
93. There are good links with the local community. Choirs from both the infant and junior departments perform in the village at Christmas and Easter time. Choral groups also visit local care homes to entertain residents. The school has received an award in recognition of its support for the local Eisteddfod.
94. There are good links with outside agencies, with the feeder infant school and the receiving comprehensive school. The school welcomes, and provides a trained mentor for trainee teachers and work-experience students.
95. The school provides a limited amount of work-related education. There are some useful links, such as the one between the Special Needs Resource Base and a local grocery store. However, there is no formal relationship with an education business partnership or a plan for developing this area of educational experience.
96. The school is doing much to encourage its pupils to develop an appreciation of the importance of promoting the sustainable development of the environment. Under the lead of a small team of enthusiastic staff, several projects have

been undertaken. These include the creation of garden areas in the Nursery grounds and in the quadrangle by Special Needs Resource Base pupils. There is also an Eco-club, which has helped introduce recycling and energy conservation schemes. The school is about to embark on a comprehensive action plan for Education for Sustainable Development and Global Citizenship.

97. Pupils have a few opportunities to learn entrepreneurial skills such as problem solving and decision making, which will be of benefit to them during their working lives. There are also examples of some understanding of concepts such as budgeting, pricing and profit through activities such as running stalls at sports day. However, there is no planned approach to ensure these skills are taught across the curriculum.
98. The school is providing its pupils with a sound basis on which they can develop a lifelong interest in learning. They are beginning to learn how to take responsibility for their own learning and how to adapt to differing learning situations. The curriculum reflects the national priorities for lifelong learning and community regeneration.

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

Grade 2: Good features and no important shortcomings

99. The findings of the inspection team matched the grade awarded by the school in the self-evaluation report.
100. The school sees the care, support and guidance of its pupils as one of its main priorities. The head teacher endeavours to get to know each one individually and oversees a pastoral system involving all members of staff within the school. There is a very committed team of support staff that is well trained in all aspects of care, support and guidance including the provision of appropriate methods for supporting pupils experiencing problems.
101. Parents are encouraged to become involved whole school decision making, and in the support and guidance of their children and most do. However, the pre-inspection questionnaire results indicate a very few parents feel it could do more in this regard. The inspection team found no evidence to support these comments. The school carried out a very thorough survey of parents' views a year ago and responded to them in great detail.
102. The school operates an appropriate system for children joining the school in the nursery, most of whom make smooth transfers to key stage 1. These pupils are then well prepared to move into key stage 2, which is on a separate site, where they join pupils from another nearby infant school. Pupils from both key stages report how well they are helped to settle in their new classes by both staff and pupil 'buddies'. At key stage 2, in particular, the pupils from the two feeder infant departments integrate very well and very quickly.

103. The school has a very efficient and effective system in place for monitoring the attendance and punctuality of its pupils and for identifying and working with the families of those pupils who do not attend regularly and on time. A target of 94 per cent has been set for 2008/9 and a combination of individual and group incentives are in place to help the school achieve this.
104. Teachers make good use of expertise, within the school and from specialist outside agencies, to enable them to provide a consistently high level of personal support and guidance for their pupils. Pupils, who were spoken to, confirmed that adults throughout the school are very supportive. They are also grateful of the help they receive from fellow pupils such as the Paddington Pals, in key stage 1 and Playground Buddies, in key stage 2.
105. Pupil safety is a prime consideration for the school. It employs outside professionals to provide thorough audits of health and safety and fire precaution arrangements and diligently follows-up any recommendations. There are also extremely detailed risk assessments of the school site and buildings. Some minor health and safety issues were identified during the inspection and reported to the school.
106. The school is making a considerable effort to ensure its pupils understand the importance of developing a healthy lifestyle. Meals have been changed to include more healthy options through a 'funky fillings' range and salads and fresh fruit are always available. Pupils are encouraged to use water bottles in the classroom and there are clear plans to extend the fruit tuckshop to become a daily event throughout the school. The importance of exercise is also stressed during PE (physical exercise) and after-school sports clubs.
107. Representatives from all classes on the school council develop team building and negotiating skills and a good understanding of value for money. They make considered decisions on purchases such as play equipment and additional classroom resources.
108. The head teacher is the designated person responsible for co-ordinating the very efficient child protection procedures in the school. She is fully trained, as is the deputy head teacher, who deputises in her absence. All adults who work in school are subject to Criminal Record Board checks and all staff receive awareness training provided by a children's charity.
109. The provision for pupils with additional learning needs is good. The school policy is comprehensive and complies with the requirements of the Code of Practice. The special educational needs co-ordinator (SENCo) gives good support to staff in the Special Needs Resource Base and the rest of the school.
110. The school effectively identifies additional learning needs and ensures that pupils with SEN have full access to the National Curriculum. Detailed assessment and monitoring of need contribute significantly to the success of all pupils.

111. Pupils with statements of SEN in the Special Needs Resource Base have full access to the curriculum and benefit from the differentiated work given to them. Other pupils who are integrated on a full time or part time basis to the mainstream of the school are given good support and access the curriculum successfully.
112. Nursery nurses and learning support assistants provide good and effective support for pupils. Nursery nurses and learning support assistants are given access to training, which gives them the necessary skills to work effectively with pupils. The school works closely with a wide range of agencies such as educational psychologists, behaviour support team and other staff from social and health services.
113. Individual education plans and targets set by teachers are appropriate and relevant. Parents are invited to review the targets with class teachers and the SENCo.
114. A few pupils with challenging behaviour do not have individual behaviour plans. Risk assessments written for these pupils are not sufficiently detailed to have an impact on their behaviour.
115. Staff have been trained in positive behaviour management, however, this has not had enough time to embed within the general practice of the whole school. The inclusion of pupils with severe behavioural problems within the Special Needs Resource Base has had an adverse impact on the learning opportunities of other pupils. Staff work closely with parents and other agencies to promote positive behaviour, however, this has not always been successful.
116. The overall quality of provision for equal opportunities and inclusion is good and is promoted effectively through clear policies and procedures. Fairness, equality and the inclusion of all underpins many aspects of the school's work. The school promotes gender equality and challenges stereotypes through all aspects of the curriculum. All pupils, irrespective of their background or need, have equal access and opportunity to participate in all school activities. All pupils with additional learning needs are well integrated into the daily life and work of the school. Boys and girls receive equal treatment and appropriate opportunities are given to them to attend and take part in extra curricular clubs or in football or netball teams.
117. School and class rules are visibly displayed and all staff remind pupils of these and of the general expectation of tolerance towards all members of the school community. During the inspection, pupils drew attention to the class booklets they created during "Anti Bullying week." Displays around the school promoting Peaceful Problem Solving, *Tree of thoughts*, *Reach for the Stars* and Reward Assemblies effectively support the school's expectations of behaviour and arrangements to eliminate oppressive behaviour.
118. The school has a clear and informative Accessibility and Action Plan, and Disability Equality Scheme that ensures that there are appropriate

arrangements in place to ensure that pupils with disabilities have access to a broad and full curriculum and enjoy the same opportunities as the remainder of pupils.

119. The school's provision to develop pupils' knowledge of diversity within society has good features that outweigh shortcomings. Pupils learn about festivals, different faiths and way of life within art, geography and religious education. Displays around the school support pupils' understanding of the similarities and differences within global communities. However, arrangements to promote pupils' understanding of living in a multi ethnic British society are less well developed.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

120. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The inspection team identified shortcomings in this key question and awarded one grade lower.
121. The overall quality of leadership and management in Griffithstown Primary School has good features that outweigh shortcomings.
122. Staff, governors, pupils and parents have all been involved in formulating the school's mission, vision and aims, they are clear and focused on pupils' needs and are beginning to impact on standards. The school's policies and procedures, whilst new, provide clear guidelines for promoting every aspect of school life. Due regard is given to promoting equal opportunity and a positive team ethos exists within the school. The school has a strong commitment to inclusion and there is evidence of success in integrating pupils from the Special Needs Resource Base into the mainstream setting.
123. The head teacher provides a positive lead and has a clear and ambitious vision for the school. The expectations she holds for herself and her staff are high. She has begun to address areas within the school in order to raise standards and since her appointment, has made measured and appropriate changes. She has ensured that structures and procedures have been devised to enable the school to function efficiently. Due to the current structure of the leadership team it is unable to appropriately cover all areas of responsibility, additional capacity along with clearly defined roles and responsibilities have yet to be established.
124. The day-to-day management of the school is good overall, the head teacher endeavours to divide her time equitably between the two school sites, but this is not always achievable and as a result there is a shortage of time to develop some whole school managerial structures.
125. The school takes good account of national priorities and local initiatives. Preparation is going ahead for the introduction of the Foundation Phase and the school is currently well placed to meet the needs of this initiative. There are strong links with the local community. There is a well-attended breakfast club. The school council is active and provides good opportunities for pupils to take on responsibilities and to behave democratically. Pupils are aware of their duties as part of the school community and as citizens in the wider world.
126. Performance management procedures have been established in the school and are used to identify staff training needs and to improve the quality of provision. Opportunities for professional development are created for all staff, however procedures for monitoring the impact on standards and teaching are

underdeveloped this is largely due to the small number of staff with leadership responsibilities.

127. The school sets realistic targets, however currently not all staff input to the process and targets are not always suitably challenging.
128. The governing body has only been established for just over a year and as yet, has not had enough time to come to terms with all the roles and responsibilities required. However, they know the school and community well and they bring a wide range of practical and professional skills to the school. They are well led and keen to support the head teacher in the development of all aspects of school life.
129. The financial management of the school is an important element of the governors' work and they successfully endeavour to obtain best value for money. Governors meet regularly and their decisions are carefully recorded. They are well informed and receive a written report from the head teacher each term. In all instances, the governing body fully meets its statutory responsibilities.

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

Grade 3 Good features outweigh shortcomings

130. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report. The inspection team identified shortcomings in the rigour and management of whole school self-evaluation and awarded one grade lower.
131. The process of self-evaluation is currently being developed and refined in the school and is an established target in the School Improvement Plan.
132. Positive outcomes from the emerging self-evaluation process and school improvement planning are evident in the school. For example, generic evaluations of teaching and learning have taken place, with priorities identified being targeted and effectively introduced, for example thinking skills. This approach has had a positive impact upon pupils' standards of achievement.
133. The school takes good account of the views of pupils, parents, staff and the governing body. It has identified the need to extend this process to other agencies such as peripatetic staff, health authority and social services professionals and from interested members of the local community.
134. The head teacher has a very good working knowledge of the school based on her experience, general monitoring of lessons, discussion with the curriculum development teams and with individual staff.

135. Although curriculum teams are beginning to develop strategies to ensure effective monitoring and evaluation of their areas, these lack a structured and rigorous approach. Curricular teams do not evaluate teaching standards and evidence of their role in identifying and sharing good practice in teaching is not established. The head teacher is aware of this and has clearly identified this as an area to develop.
136. The head teacher has conducted several learning walks and monitors teaching as part of the performance management system, targeting specific curricular areas. Senior managers monitor and evaluate end of key stage results and share an in depth analysis of the information to all staff and governors. This has enabled all stakeholders to begin to understand where the school is in relation to other schools and what it needs to do to improve.
137. There are broad priorities in the School Improvement Plan, but specific targets are not suitably prioritised. Actions are not clearly identified to achieve targets or criteria for success; timescales are frequently vague.
138. The self-evaluation report prepared for the inspection provides a fairly accurate and honest assessment of where the school considers itself to be. In the main it clearly identified good features and areas for further development. The inspection team agreed with the school's grading in one out of the seven key questions.

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

Grade 3: Good features outweigh shortcomings

139. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The inspection team identified shortcomings in this key question and awarded one grade lower.
140. The school has a good complement of teaching and support staff with a good range of experience and expertise. The ratio of adults to pupils is good and staff work hard to meet the needs of all pupils, including those with additional learning needs. This is especially the case in key stage 1 and in the Special Needs Resource Base.
141. Classroom support staff work closely with teachers and make a very effective contribution to planning, delivery and assessment of lessons.
142. All members of staff have appropriate job descriptions although a teaching and learning responsibility plan is not yet in place. Teachers do not have specific curricular responsibilities, but have chosen to work as teams with regard to areas of learning. The difficulty in bringing team members together regularly, together with the limited leadership experience of many of the team members, constrains their impact on standards of attainment across the curriculum.

143. The level of provision and condition of books and equipment is generally good. Resources are appropriate to pupils' age, ability and interests. However, the range and stock of tuned musical instruments is inadequate and severely restricts pupils' ability to compose and perform.
144. There is a well-stocked library on the junior site and classrooms have a good supply of fiction and non-fiction books.
145. Each classroom has a computer. There is also a small ICT room fitted out with computers. However, the computers are old, slow and unable to use up-to-date software. The use of interactive whiteboards is limited to two classrooms. The lack of suitable hardware and software has a negative impact on pupils standards of achievement at both key stages. The school realises that upgrading ICT provision is a priority and is considering how best to achieve this.
146. Accommodation is on a split site. The Victorian infant building is separated from the junior site, which was originally built as a modern open plan school. The junior building occupies a spacious site with good play areas and sports fields. Part of the grounds has been imaginatively developed into a 'forest classroom', (outdoor learning area) and with *Y Goeden Hud* (Magic Tree, used for storytelling).
147. Both buildings have been altered in an attempt to modernise them, but both have severe limitations. One classroom in the Special Needs Resource Base is used as a walkway to two other classes, which disrupts the teaching and learning in that room. Within the mainstream school, several classrooms are too small or unsuitably shaped to facilitate effective teaching. In some rooms groups of children have to take turns to work on the carpet. Staff work hard to overcome these limitations and the classroom displays are bright and interesting.
148. The infant and junior sites are at either end of a very narrow street which has vehicles parked along both sides. For the infant pupils to reach the junior site, they must walk along an extremely narrow footpath and negotiate the crossroads with another street. The school has conducted a risk assessment and has mitigated the risk by employing a school crossing attendant at times other than at the beginning and end of school. Despite the school's best efforts, the inspection team believes that the accommodation in its present form is not fit for purpose.
149. The school operates performance management procedures efficiently and sets appropriate objectives for individuals and teams. Training needs are determined by performance management, and by the School Improvement Plan and is funded by grants from the assembly government and the General Teaching Council for Wales.
150. Teachers receive the non-contact time to which they are entitled. They use this planning, preparation and assessment and management time efficiently. Normally the deputy head teacher is used to cover these arrangements,

however planning, preparation and assessment time was organised differently during the time of inspection with a different teacher used to cover the classes.

151. All staff contribute to the school's regular self assessment audits which inform school improvement plans. Governors consider and set spending priorities and budget commitments.
152. There are sound controls over spending. The head teacher receives valuable support from administrative staff in school and at the LEA. Regular analysis of costs and benefits ensures the school receives best value for its expenditure.
153. Overall the school gives appropriate value for money.

Standards achieved in subjects and areas of learning

Under 5s

154. The overall quality of educational provision for children under five is appropriate for their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

Language, Literacy and Communication Skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

155. The part time Nursery children listen attentively in all situations. They handle books correctly and appreciate the different function of print and pictures. They enjoy listening to stories, sharing books and display an interest in their contents. Children respond well to questions and instructions, take turns to speak and are eager to talk to adults and to each other about themselves and their activities in school using an increasing range of words with fluency and clarity. Children's speaking skills also develop well through imaginative play in the Three Bears' House or beach corner and in their role play activities such as nurses, doctors and patients. They use appropriate language relevant to the different scenarios.
156. They are able to correctly recall a number of nursery rhymes and verses. Children begin to start using writing tools and colour and draw happily. All nursery children enjoy their mark making activities using a variety of media to form letters correctly. Most children recognise their own names as they self register when entering the classroom.
157. Reception children listen well to others and respond to what they say. They take turns to speak clearly and audibly using a wide range of vocabulary to describe interesting things or events. They welcome the opportunity to talk with adults about their experiences and when engaged in their activities. They display interest in the contents of books, or choose books to read alone in the reading corner. They derive particular pleasure from having stories such as "A Mile Long Meal" read them by an adult in their outside courtyard.
158. The children are beginning to have good awareness of the sounds of different letters and they use these skills effectively when undertaking their reading activities. Many of the children read simple texts with understanding showing the ability to retell or predict events from the story. Their emergent writing skills are developing well and children are confident when undertaking independent writing activities such as writing about their news or menus for their café. Children write with clarity, showing a good awareness of letter formation.

159. Reception children make good progress in learning and understanding Welsh. They use the language confidently when naming days of the week, numbers and colours in Welsh and when responding to instructions, greetings and questions about themselves or characters such as Beni Bwni.

Shortcomings

160. There are no significant shortcomings.

Personal and social development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

161. Nursery children settle well into the routines of the school and are developing a good level of independence as they participate in a wide range of well structured and stimulating activities. They enjoy opportunities to make choices and decisions and welcome new experiences with confidence and enthusiasm. They maintain an interest in their play and activities for extended periods. They socialise well with each other and with visitors and show great interest in the people around them. Nursery children behave well, they are courteous and are willing to take turns as when playing with scooters or bikes. They change independently before indoor physical activities or after being engaged in role play activities. The children take responsibility for their own personal hygiene, washing their hands before cooking or eating their snacks. They are aware of the importance of care and concern for living things through their outdoor experiences and display sensitivity to the needs of each other.
162. Reception children show good features in their behaviour patterns as they make choices about activities and they demonstrate a high level of independence when undertaking a variety of experiences. Most children solve problems well and work co-operatively with each other as when discussing how to construct a den in the Forest area.
163. They are beginning to develop a positive self-image reflected in their "*I am good at*" display. When talking and discussing their feelings, children displayed an increasing awareness of the concept of *fair* and *unfair* and confidently share their likes and dislikes. They demonstrate empathy and sensitivity towards each others and their feelings when nominating "*Star of the Week*" from within the class.
164. When appropriate children sit quietly and reflect with an increasing sense of awe about the wonders of the natural world and the need to show respect for the environment as during their Forest activities. Children begin to understand that other cultures have different foods, views and beliefs. Their work on Chinese New Year activities enhances the children's awareness of cultural diversity.

Shortcomings

165. There are no important shortcomings.

Mathematical Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

166. Nursery children develop a good understanding of mathematical concepts through singing number rhymes and songs. Every opportunity is taken during the day to count, compare, sort and identify colours. Children engage enthusiastically in a wide range of sorting, matching, counting and ordering activities. Most children sequence numbers to five correctly, some recognise and sequence numbers both forwards and backwards to ten. They correctly identify basic two dimensional shapes. Most children develop a growing awareness of estimating and predicting using non-standard measures as they play or take part in baking activities. They display a good awareness of mathematical terms such as *long/short*, when comparing toy boats in water. They pour and fill with confidence and use comparative language such as *full/empty*, *heavy/light* when playing with sand or water. Children extend their understanding of positional vocabulary as they take part in soft play sessions or during their outdoor activities. They begin to develop their understanding of money during their role play activities.
167. Reception children make good progress in their mathematical understanding. They understand the passing of time in the context of their own lives and are well aware of the daily routines of their class. They have good awareness of the relationships between units of time, and read the time to the hour. They recognise and confidently name a range of two and three-dimensional shapes and they correctly identify similarities and differences in patterns and objects. Children extend their understanding of directional change and use their problem solving skills very effectively when investigating different ways for "Jack to climb the beanstalk".
168. They understand mathematical terms *more/less*, *long/short*, *heavier/lighter* and use non -standard units to measure length. Their awareness of mathematical weighing vocabulary is further developed through cooking activities and weighing sand or their toys.
169. Reception class children develop a good understanding of the relationships between symbols and numbers as they communicate their findings in an oral and written manner. They successfully completed a bar graph of their findings of the variety of eye colour within the class. Children become increasingly familiar with and recognise simple units of money such as 1p, 2p, or 5p coins and the mathematical language associated with money.

Shortcomings

170. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

171. Nursery children talk confidently about themselves and their families. They are beginning to develop an idea about the passage of time and are familiar with the order of routines of the school session. Children understand that changes occur during the seasons of the year showing awareness that growth occurs in Spring. They collected and sorted leaves for their Autumn Cottage and understand that squirrels gather nuts before hibernating in winter.
172. Children show good independent observational and investigative skills as they find different ways for water to travel through a variety of pipes or along the floor of their outdoor classroom. Through their observation of tomato seeds growing in the classroom, plants and flowers growing outside in their garden children realise that all living things need water and light to grow. Through their walks around the locality, children begin to show good awareness of and names of features of their immediate environment and of Griffithstown.
173. All children clearly understand the importance of healthy eating for their well-being and of the need for variety in diet to encourage growth and development and this is reinforced in their “thank you for the food we eat” display. They use their sense of taste and smell to observe the changes in foods when making rice krispies cakes or sandwiches.
174. Nursery children use the computer mouse competently to draw pictures of themselves or move objects and icons on a computer screen.
175. In the Reception class, children develop a good understanding of the world around them through stimulating experiences and visits to the Forest area of the school. They know and recognise the main parts of a flower, grow their own cress from seed and become aware of and understand the conditions needed for all living things to grow. Children display good problem solving and decision making skills. When building a den in the Forest area, children discover for themselves the suitability of a particular area for placing a roof for their shelter to protect them from the wind, rain and sun.
176. Their practical activities enable them to appreciate the properties and the different uses of a range of materials. Children know the characteristics of some common materials and compare their properties, such as *hard/soft, rough/smooth*. Reception children display good mouse control to draw and confidently and independently move objects and icons on a computer and Smart Board screen.
177. Both Nursery and Reception children’s awareness of Welsh culture is developed effectively through the celebration of St. David’s Day. They becoming increasingly aware of the importance of other cultures through

observing the traditions, celebrations and food associated with the Chinese New Year.

Shortcomings

178. There are no significant shortcomings.

Physical Development

Nursery: Grade 2: Good with no important shortcomings

Reception: Grade 2: Good with no important shortcomings

Good features

179. Nursery children show increasing control over their bodies and co-ordination. Their physical skills of climbing, balancing and crawling in and around soft play equipment is developing well. They show increasing awareness of the difference between hopping, skipping and walking. Children successfully ride and manoeuvre a range of wheeled vehicles with good co-ordination and control. They handle small equipment such as scissors, glue sticks and marking resources with increasing confidence and dexterity. They thread beads quickly and easily.
180. Reception children display good skills and respond to instructions when playing games. They throw and kick a ball with accuracy. They balance with control on low level equipment and climb on a small climbing frame and through hoops.
181. Children's skills of pedalling, pushing and pulling are good. They enjoy playing on large toys and display increasing confidence in manoeuvring cars and bikes in differing directions.
182. Reception children's fine motor skills are well developed and they use pencils, crayons, pens, scissors and small equipment capably. They demonstrate good fine motor control as they roll and pinch clay. They develop their hand-eye co-ordination skills well when playing with various sized jigsaws.

Shortcomings

183. There are no significant shortcomings.

Creative development

Nursery: Grade 2: Good and no important shortcomings

Reception: Grade 2: Good and no important shortcomings

Good features

184. Nursery children produce attractive and original images of things they have observed. They appropriately choose and use a variety of media as when using natural objects to create an Autumn collage of leaves and twigs or a variety of pastels to depict Fireworks.

185. Children enjoy singing a wide variety of songs. They become aware of the different percussion instruments in the music area and use words such as *tap*, *scrape* or *bang* to describe the sounds made by these instruments. Children explore ways of using their bodies expressively in dance. They perform good, creative sequences of movements to express a range of feelings in response to a selection of music. They use their imagination well during their performances on the "stage" as they imitate with gusto the songs of well known contemporary pop artists. They regularly make use of the outside area to play imaginatively and they readily adopt a wide range of roles.
186. Reception children continue to develop the skills established in the nursery and make definite choices on colour, materials and equipment for their drawing work. Their observational skills are developing well as when producing clay models of a hedgehog. They produce attractive collages and create objects such as egg cups for Easter from egg cartons. Children take advantage of every opportunity to play imaginatively and to become involved in a wide range of role play activities. They know a wide repertoire of songs, nursery rhymes and jingles, which they sing with enthusiasm and make their own musical instruments from junk material.

Shortcomings

187. There are no significant shortcomings.

English

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

Key stage 2 – Grade 3: Good features outweigh shortcomings

Good features

188. In key stage 1, pupils make good progress. They listen well when their teacher is speaking and can listen purposefully when asked to listen out for features of a story or to a set of instructions.
189. They listen to what other pupils have to say and respond confidently and enthusiastically. They speak clearly with a good range of vocabulary, using descriptive terms to express their ideas.
190. Key stage 1 pupils make good progress in reading. The more able pupils read fiction and non-fiction texts accurately and with understanding, and are beginning to use inference and deduction. Although, many less-able pupils are often uncertain when faced with unfamiliar words, they use phonic strategies well to attempt the words and often correct their first attempts.
191. Pupils in year 1 and 2 work well together when writing facts from a story. Many pupils understand labelling and how captions are written.
192. Year 2 pupils correctly spell simple words and the more able can spell many common polysyllabic words. Their good spelling ability is reflected in their independent writing. About half the year 2 pupils routinely write in sentences

which have capital letters and a full stop. Many can use apostrophes and understand the use of tenses.

193. As pupils progress through the key stage they use increasingly complex words in their writing with a range of connectives. Handwriting improves as the pupils' progress through the key stage.
194. Pupils at key stage 2 have increasingly good skills in speaking and listening. In years 3 and 4 most pupils can listen purposefully without interrupting and calling out.
195. At years 5 and 6 pupils' listening skills are good and sometimes very good. They listen with interest when others are speaking and can list the skills required to be a good listener. They consider their responses before replying to questions.
196. A majority of pupils in key stage 2 make good progress in reading. At year 5 and 6 pupils most read fluently with good expression and the best readers will adapt their voice to emphasise characterisation. They have a good knowledge of features such as blurb, spine, index and glossary. Older pupils have a good knowledge of how to navigate and use reference books, although few use a dictionary or thesaurus as a matter of course.
197. Pupils in key stage 2 write for a range of purposes. More able pupils adapt their style to suit the purpose and the reader. Pupils are encouraged to use a wide vocabulary and the best writing is characterised by complex sentences, use of appropriate tenses and a range of connectives. Many year 6 pupils understand that discursive writing uses a range of features such as rhetorical questions and imperative verbs.
198. The handwriting of the older pupils is generally neat, despite the use ball-point pens rather than handwriting pens.

Shortcomings

199. A minority of pupils at the beginning of key stage 2, are unable to listen actively for sustained periods.
200. At key stage 2, boys' attainment is significantly lower than that of girls of the same age, particularly in writing.

Welsh second language

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

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

Good features

201. Pupils in key stage 1 make good progress in their speaking and listening skills. They listen attentively and have a good understanding of the names of colours and everyday objects. Pupils have a good awareness of simple greetings as

they engage in basic conversations with adults and with each other using appropriate vocabulary. They respond well to instructions. They can confidently and effectively seek, understand and communicate simple information by asking and answering questions about clothing, their likes and dislikes of certain food and drink using familiar language patterns.

202. Pupils begin to make steady progress in reading basic words from flashcards, the Interactive whiteboard and matching card games. They read words accurately and with increasing confidence.
203. Key stage 1 pupils make good progress in their written work and they record phrases and simple sentences about such topics as clothing or letters to Father Christmas using given patterns and acquired vocabulary.
204. In key stage 2, pupils display good speaking and listening skills and they use an increasing vocabulary and variety of sentence patterns effectively. All pupils enunciate well when speaking. Younger key stage 2 pupils sing songs well to reinforce vocabulary in the story "Chwarae Cuddio". They display a firm grasp of language patterns and prepositions to indicate locations as they work in pairs and groups to ask and answer questions regarding the whereabouts of characters from the text such as Wil Wiwer.
205. Older pupils are enthusiastic when asking and answering questions about daily school routines, personal details or hobbies. They show a good understanding of using more complex sentence patterns and a wider range of vocabulary as they memorise and give information to fellow pupils about well known Welsh personalities. They develop a good awareness of understanding text from the Interactive whiteboard to create a dialogue about a Travel Agency stating preferences, reasons for holiday destinations and types of weather required.
206. Pupils in key stage 2 make steady progress in their reading skills. They read their own work, worksheets and dialogues with a growing awareness of correct expression and intonation.
207. Writing standards and progress are good in Key Stage 2. Pupils use appropriate vocabulary and sentence patterns when they write sentences and paragraphs. Younger key stage 2 pupils write an imaginative dialogue based on a conversation between a doctor and patient using given patterns. Older pupils produce independent writing following given formats ensuring the use of a range of sentence patterns as when collating questionnaires or writing a personal profile.
208. Opportunities provided for pupils to successfully recite in the local Pontypool community Eisteddfod, enhance pupils' speaking skills.

Shortcomings

209. Although there are no important shortcomings the independent reading skills of pupils at Key stage 1 and 2 is underdeveloped.

Mathematics

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

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

Good features

210. In both key stages, pupils make good progress in all aspects of mathematics. They are confident and enjoy their mathematics lessons.
211. In key stage 1 the majority of pupils identify patterns, including odd and even numbers, and count accurately in twos, fives and tens. Most pupils add two single digit numbers and are familiar with number bonds to at least 10.
212. In Year 1, pupils successfully name a selection of two-dimensional and three-dimensional shapes and discuss their properties using appropriate mathematical language, for example, edges, corners and faces. More able pupils can correctly identify whole shapes from folded shapes.
213. In Year 2, many pupils can successfully create a block graph and successfully interpret their findings. A few can use simple tally charts to record their totals. They use appropriate mathematical language and some children enhance their learning through good use of ICT.
214. In key stage 2, pupils continue to reinforce their work in mathematics with an increasing understanding of patterns and relations. They use appropriate language and terminology.
215. In Year 3, pupils have good strategies for counting in threes and fours. They recognise right angles in different forms in and around the classroom and explain their findings with confidence. The more able understand where there are two or three right angles.
216. In Year 4, pupils can count accurately in multiples of three, four, five, and six. Some pupils can complete simple division tasks in relation to sharing items. They can explain remainders. They use white show me boards to good effect and enjoy the challenges posed by class teachers.
217. In Year 6, the majority of pupils understand how to read co-ordinates on an X-Y axis. They do this with accuracy and speed. This skill is successfully transferred to map reading; the more able pupils can extend their work to finding places using 6 figure grid references. The use of new mathematical strategies is being developed and pupils are using the methods very effectively to develop their problem solving skills.

Shortcomings

218. Although there are no important shortcomings the independent problem-solving skills of key stage 2 pupils are not consistently developed across this key stage.

Science

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

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

Good features

219. In both key stages, pupils undertake a good range of practical work and make good progress in the development of scientific enquiry skills, including some well-developed investigation skills.
220. A significant number of pupils in key stage 1 demonstrate confidence in planning systematic enquiry and carrying out experimental work purposefully and enthusiastically. Many have a good understanding of sorting, fair testing and predicting. They communicate their ideas in a variety of ways. For instance, when undertaking practical work on forces they make suitable suggestions about how to organise data and record their work in a rational way.
221. Older pupils in key stage 1 make good use of the 'outside classroom' to find out about living things such as plants, trees, butterflies and their habitats.
222. In particular they recall their work well on plants and plant growth; they are able to identify key features of and explain accurately what conditions are needed for good plant growth. They use key vocabulary well when recording observations in plant diaries.
223. In key stage 2 pupils make good progress in developing their practical skills and carry out experiments confidently. They make good use of a variety of methods to record their work including graphs and bar charts, they make predictions, explain fair testing and present their findings clearly. Overall, pupils generally have a good understanding of the relevant topics in the scheme of work.
224. In lower key stage 2, younger pupils understand and talk confidently about lifecycles. They can recall correctly the life stages of frogs, swans and fish, they can discuss sensibly how animals adapt to their environment and make comparisons. Overall, they record their findings accurately in diagrams, tables and charts.
225. Older pupils show a good understanding of different types of woodland. They can use a wide variety of apparatus accurately to take readings and measurements whilst out studying the local environment. Pupils can speak confidently about 'seed dispersal' and 'life cycles' and use key codes accurately to identify a wide variety of leaves, and wild flowers. They talk confidently about work previously covered on insulators and conductors.

Shortcomings

226. There are no important shortcomings.

Information technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

227. It was not possible to observe lessons at key stage 1 however, scrutiny of work, teachers planning, other school documents and discussion with pupils were used to judge standards of achievement.
228. At Key stage 1 most pupils use the keyboard and mouse to select from drop-down menus and to select and manipulate images and text on screen. They use drawing and painting commands successfully to colour their designs. They can identify 2D shapes when presented with a variety of shapes and names. Older pupils can create block graphs using suitable software and print out their work. A few pupils are able to use digital cameras to record events.
229. At key stage 2, most pupils in Year 3 and Year 4 when working with simple text can change the size of print and fonts, add effects such as borders and insert images to illustrate their work. They use simple databases to record information and are able to display the information in the form of graphs. Most pupils can programme the Roamer successfully and accurately.
230. In Year 5 and Year 6 most pupils are proficient in using a range of software packages. They also use tables, databases and the function bar to create graphs. However, the need to share a PC between up to four pupils in cramped conditions does impede on the opportunities for improving their skills levels. Pupils are at the early stages of creating and using spreadsheets.
231. Exploration of the Internet as a tool for investigation is at an early stage of development. No evidence relating to the sending or receiving of messages via email was seen.
232. The use of the interactive whiteboard to enhance pupils' understanding of, and enthusiasm for, Information Technology itself and a range of other subjects is underdeveloped.

Shortcomings

233. At key stage 1, generally pupils have not consolidated their skills sufficiently in saving and retrieving their work independently.
234. At key stage 2, pupils' use of modelling and simulations and the use of Control packages to explore patterns and relationships are under-developed.
235. The pupils at both key stages have limited access to a variety of resources thereby restricting the development of their information technology skills.

Design 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

236. In key stage1, pupils make good use of construction kits; they work well, both individually and together to create and refine their designs. They discuss their ideas and make decisions that improve their models.
237. They cut and shape, stick and glue, fold and twist various items, using a range of materials and components effectively.
238. They know that control is integral to many everyday devices and carefully enter and store instructions to create movement in a programmable toy.
239. When set the task of making playground equipment the pupils show good imagination and creativity and make recognisable models; they discuss others designs and evaluate the end product.
240. In key stage 2, pupils' understanding of designing and creating an item for a purpose or a need is developing well. They plan their designs in an effective step by step approach. They measure accurately, mark and saw materials using appropriate tools and techniques.
241. Pupils successfully use simple pneumatic systems, levers and cams to create movement in different designs. They select and use appropriate tools and materials and are well aware of the need for safe practices when using tools.
242. Pupils co-operate well, are very focussed and take a pride in their work; they also know how to clear up quickly and effectively.
243. They are developing good evaluating skills and always look for the positive aspects of their designs whilst also looking at ways of improving the finished item.

Shortcomings

244. There are no important shortcomings.

History

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

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

Good features

245. In key stage1 pupil's understanding of the differences between the past and the present is developing effectively. Through their topic of toys younger children are able to identify similarities and differences between toys of today

and those of the past. They understand the passing of time drawing time lines to show the development from birth to old age.

246. Older key stage1 pupils can distinguish similarities and differences between visits to the seaside today and in the past. They listen to stories, watch videos and study photographs, and thoughtfully discuss and debate their findings and record ideas. They are successfully record in words and pictures, the main events of the Great Fire of London.
247. Pupils in Years 3 and 4 demonstrate a good understanding of life in the 1950's. Following a visit to St. Fagans they are able to identify differences and compare and contrast housing. They understand the consequences (effect) the war had on the lives of people, confidently talking about rationing and the hardships people faced. They design interview questionnaires and confidently ask relevant questions to elicit information, from a visitor, about the 1950's. They use artefacts effectively as a means of interpreting and developing knowledge.
248. At the end of the key stage pupils produce good work on the 1960's. They investigate and research the decade producing time lines to correctly show the major events. They gather information effectively from different sources observing and recording similarities and differences in fashion, transport, music, school and home life. They present their findings in a variety of ways including a "swinging sixties" fashion show and music event.

Shortcomings

249. There are no important shortcomings.

Geography

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

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

Good features

250. Pupils in both key stages make good progress in acquiring knowledge of their own locality and of localities elsewhere in Wales and the wider world.
251. Scrutiny of pupils' work provides good evidence of the progress they make in developing their understanding of physical and human geography and their increasingly confident use of geographical skills.
252. In key stage 1, pupils begin to develop the ability to describe their own locality and to compare and contrast it with other places they have visited on holiday. Pupils make good use of the immediate locality to extend their learning to contrasting localities. Using various maps of the British Isles they can locate Wales and the other home countries and can correctly identify marked locations on the maps.

253. Many pupils at key stage 1 can confidently describe the four points of the compass and correctly point on a map to 'south' Wales and 'east from Torquay'.
254. In key stage 1, pupils use maps to distinguish between natural and man-made features on the landscape of a Hebridean island.
255. Pupils at key stage 2 extend their range of geographical skills, using maps and photographs and can name many physical features of coasts, rivers and mountains. They can appreciate that different types of map, at different scales, have different uses.
256. Each class in key stage 2 has a good understanding of the contrasts between Wales with another country. Pupils use a range of sources to study the physical geography, economy and way of life of people in contrasting localities, both in European and developing countries.
257. They make good use of field trips and first-hand observation to observe the impact of human activity on the landscape.
258. All pupils develop their geographical vocabulary well. They learn to use a range of tables and diagrams to gather and present information. Through the school's Eco committee, pupils take a real interest in recycling activities and have a clear understanding of the principles of sustainable development.

Shortcomings

259. There are no important shortcomings.

Art

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

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

260. Pupils in key stage 1 use a wide range of resources and materials to explore line, colour, tone and texture. They observe carefully producing accurate drawings of flowers. They confidently experiment with chalk and paints, skilfully mixing colours to recreate the colour of the flower. They are eager to discuss differences and similarities in paintings by Vincent Van Gough.
261. Pupils work with an artist in residence to produce a fabric tree. They use a variety of materials and explore new techniques such as "batik" and weaving developing their knowledge and understanding of colour, tone, pattern and texture.
262. Younger key stage 2 pupils make careful and accurate observational sketches of the natural world and, after looking at photos of forests, create their own interpretation of a tree. They study the designs of Laura Ashley and create designs for a fabric in this style, finally transferring their own designs to

material. Pupils in the Special Needs Resource Base make choices about colour and materials when making a card for a special person.

263. Older key stage 2 pupils demonstrate a high level of ability and confidence in appreciating art and using a wide range of materials. They demonstrate a high level of skill and imagination. They express personal responses to art showing considerable insight and mature consideration. They produce very good paintings combining colour, tone and texture creating mood and empathy.
264. Pupils in key stage 2 plan well and demonstrate good observational skills when using scenes from the local environment to make a pottery welcome plaque. They develop new skills glazing and firing the clay plaques.

Shortcomings

265. There are no important shortcomings.

Music

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

Key stage 2 - Grade 3: Good features outweigh shortcomings

Good features

266. At both key stages pupils enjoy singing. The quality of singing in morning assemblies is very good, with good control of pitch and dynamics. Pupils sing with clear diction. Their breath control is good and all notes are given their full value.
267. In key stage 1, pupils begin to learn about musical elements. Selecting from a range of percussion instruments, pupils learn how to vary rhythm and volume in response to musical stimuli. Many pupils in year 1 are able to keep a steady beat and can repeat complex rhythmic patterns.
268. Key stage 1 pupils show good restraint when using percussion. They wait for their turn and listen attentively while others perform and discuss the effectiveness of various combinations of rhythm and volume. Pupils sing tunefully to accompany their instruments.
269. Key stage 2 pupils enjoy singing a range of songs with good control, dynamics, diction and phrasing.
270. In year 3 pupils show enjoyment and enthusiasm. When asked to compose music to suit a picture, many pupils are able to select an appropriate percussion instrument and use it to produce a sound, which suited the scene. A minority of pupils can give sensible reasons why some instruments are more suitable than others. A few can suggest how their performance might be improved.

271. In year 4 pupils have a sound knowledge of musical elements and can explain pitch, dynamics and texture in their own words. They try various percussion instruments to compose an appropriate musical description of an imaginary creature.
272. By the end of key stage 2 pupils have a very good understanding of musical elements, and can use the correct vocabulary. When asked, they can describe the different types of orchestral instruments and describe how they are played and how their pitch may be varied.

Shortcomings

273. In key stage 2 Pupils are unable to confidently use instruments other than untuned percussion. Consequently their compositions lack variety.
274. Pupils rarely use standard or other notation to record their compositions.
275. The lack of appropriate instruments means that pupils are unable to create sounds to produce a desired mood or atmosphere.
276. Few pupils at key stage 2 can use their knowledge of musical elements when evaluating their own work or appraising that of famous composers.

Physical education

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

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

Good features

277. Pupils across both key stages have a good awareness of health and safety issues related to the subject. Pupils understand the purpose of warm-up sessions and appreciate their effect on muscles in different parts of the body.
278. In Key stage 1 pupils develop a range of movement skills in floor work during gymnastics and practice these with considerable energy. They co-operate well in pairs and small groups to create sequences of movements, which they perform confidently and evaluate effectively.
279. In Key stage 2 pupils show they understand the need for safety when handling apparatus and make confident and sensible use of items. They show confidence when displaying their movements to others, evaluating movements sensibly and identifying ways of improvement appropriately.
280. Good progress is made in the development of children's eye hand co-ordination particularly when playing ball games such as hockey. Most pupils can catch and throw an object competently and clearly enjoy any games or sporting activity they take part in. Pupils represent the school in a wide variety of sports' they benefit greatly from team game competitions with other schools. Many learners take full advantage of the school's wide range of extracurricular activities to practise and consolidate their skills.

281. Older pupils show good progression in gymnastic skills by combining balance and movement, using a good variety of body parts, levels and pathways. A few more able pupils take their weight on their hands confidently. Instructions are followed accurately showing good understanding of vocabulary related to movement. Good spatial awareness is consistently evident when working individually and with others.

Shortcomings

282. There are no important shortcomings however, pupils at both key stages do not always effectively evaluate their performance for improvement.

Religious education

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

283. In key stage 1 pupils develop a good understanding of the significance of places of worship by visiting the church. They know the names of the main features inside the church and understand their purpose. They recall and sequence the Easter story and parables such as the Good Samaritan.
284. They are developing an interest in the Islamic faith and beginning to correctly identify similarities and differences with Christianity. They have a good understanding why places of worship are special to people and why some things within the place of worship are considered special.
285. Younger key stage 2 pupils have developed a good knowledge of Judaism and successfully contrast it with aspects of Christianity. They show an increasing awareness of the use of symbolism providing good suggestions of what and how the mezuzah could be used.
286. Older pupils in key stage 2 know that the Hajj is a pilgrimage made by Muslims to Mecca and express opinions as to why people go on religious journeys. They show a growing understanding of the importance of looking after our world and write prayers to express their thoughts.
287. Pupils appreciate stories from different faiths and know about Rama and Sita and the Hindu festival of light, Divali. They use art as a method of further expressing their understanding, drawing Rangoli patterns and creating Mehendi hand patterns.

Shortcomings

288. Pupils' knowledge and understanding of Christianity is underdeveloped in Key Stage 2.

School's response to the inspection


I would like to extend sincere thanks on behalf of the children, parents, staff, Governors and myself, to the inspection team for the professional and courteous manner in which they conducted themselves throughout the inspection.

As a newly amalgamated school, creating a single vision and unity of purpose is central if we are to achieve a primary school ethos. This report acknowledges and celebrates the effort of all involved in working towards this goal. The recognition of the processes and procedures established and the commitment to improvement and raising standards runs throughout the report.

The inspection team's identification of the children's attitude towards their learning and the values they display from nursery through to year 6 are a real asset for the school in taking forward the agenda for creating independent, lifelong learners.

Further to this, the strengths of the quality of the relationships within the school community and the practices of seeking the views of stakeholders highlighted by the team, all provide solid foundations from which the school can continue to improve.

From this thorough and rigorous report and the school's own self-evaluation information, the school has a clear pathway for continued change and improvement.



Appendix 1

Basic information about the school

Name of school	Griffithstown Primary
School type	Nursery and Primary
Age-range of pupils	3 -11
Address of school	Florence Place Griffithstown Pontypool
Postcode	NP4 5DN
Telephone number	01495 759679

Head teacher	Miss. D. Ward
Date of appointment	1 st January 2007
Chair of governors/ Appropriate authority	Mr. A. Peploe
Registered inspector	Mr. J. J. Beecher
Dates of inspection	9 th June – 12 th June 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20.5	25	36	32	74	56	74	73	390.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	19	1	19.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	30:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	5:1
Average class size, excluding nursery and special classes	26.23
Teacher (fte): class ratio	20:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	89.4%	92.9%	92.3%
Autumn 2007	92.4%	91.8%	93.4%
Spring 2008	89.7%	92.1%	93.3%

Percentage of pupils entitled to free school meals	12%
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					35
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	11	79	11	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	0	11	79	11	
		National	0	4	14	55	27	
En: writing	Teacher assessment	School	0	4	14	82	0	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	11	61	29	
		National	0	2	10	63	24	
Mathematics	Teacher assessment	School	0	0	4	68	29	
		National	0	2	10	64	3	
Science	Teacher assessment	School	0	0	7	86	7	
		National	0	2	9	66	24	

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6					73
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	6	6	19	44	24	
		National	0	0	0	.5	.6	4	16	48	30	
Welsh	Teacher assessment	School										
		National										
Mathematics	Teacher assessment	School	0	0	0	0	6	6	10	46	32	
		National	0	0	0	.5	.5	3	14	47	33	
Science	Teacher assessment	School	0	0	0	0	5	2	11	43	39	
		National	0	0	0	.5	3	2	11	52	34	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	67.5	In the school	N/A
In Wales	74.2	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Seven inspectors spent a total of 19 inspector days in the school and met as team before the inspection. The nominee from the school was the head teacher and the team was joined by a peer assessor.

These inspectors observed:

- 65 lessons or part lessons.
- All classes.
- Acts of collective worship.
- Lunch times and break times.
- A range of extra curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection.
- Senior managers, teachers, support and administrative staff.
- Groups of pupils during the inspection.

The team also considered:

- The school's self evaluation report.
- 68 responses to a parents' questionnaire.
- Documentation provided by the school before and during the inspection.
- A wide range of pupils past and current work.

The inspection team held post-inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jeff Beecher Registered Inspector	Contributions to key questions 1 and 5 Science and PE Context Summary Recommendations Appendices
Ian Kelly Team Inspector	Contributions to key questions 2 and 6 Maths, ICT, and DT
Eleri Honour Team Inspector	Contributions to key questions 1 and 4 Early Years, Welsh and Bilingualism
Chris Dolby Team Inspector	Contributions to key questions 3 and 7 English, Geography and Music
Linda Vittle Team Inspector	History, Art and RE
Iorylle Aubrey Team Inspector	Contributions to key question 4
Ted Tipper Lay Inspector	Contributions to key questions 1,3 and 4
Lesley Abbass Peer Assessor	Lesson observations Team meetings
Debra Ward Nominee from the school	Contribution to team meetings and provision of information

The contractor was:

Evenlode Education Ltd
Little Garth
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Acknowledgement

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