

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

A Report on the Quality of Education in

**Kymin View Primary
Wyesham Road,
Monmouth
NP25 3JT**

School Number: 6792321

Date of Inspection: 24/03/2009

by

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Kymin View 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 Kymin View Primary took place between 24/03/09 and 27/03/09. An independent team of inspectors, led by Jean Marshall, 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. Kymin View Primary school is a newly built school which opened in September 2007. It is located in Wyesham on the outskirts of the town of Monmouth and is maintained by Monmouthshire local authority (LA). This new school was established following the closure of the Wyesham Infant and Wyesham Junior schools and was built on the Junior school site.
2. The pupils attending the school come from a range of backgrounds, mostly from within Wyesham, comprising a mixture of local authority houses and private houses. There is a broad range of ability upon entering the Nursery class. All the pupils come from homes where English is the first language.
3. The school admits pupils between 3 and 11 years of age. They are admitted on a part-time basis at the beginning of the term following their third birthday, and on a full-time basis in the September following their fourth birthday. During the inspection, there were 157 full-time pupils on the school register, together with 15 part-time nursery children. The percentage of pupils (20%) who are entitled to receive free school meals is higher than the county and national averages.
4. The school has identified 24 pupils (15%) as having additional learning needs (ALN) and six of these have statements of their special educational needs.
5. As well as the headteacher, there are six full-time teachers at the school. In addition, there are four part-time teachers. The headteacher was appointed in September 2007. According to the National Assembly for Wales, Wyesham Infant and Wyesham Junior schools were discontinued in 2007 and a new school was established (Kymin View Primary). Therefore, no reference is made to previous inspections. The school received a full inspection.

The school's priorities and targets

6. The school's main priorities and targets for the academic year 2008-2009 include:
 - to improve the reading and writing skills of the pupils;
 - developing 'Assessment for Learning' throughout the school;
 - using the RAISE grant to improve standards in the Early Years and Key Stage 1 (KS1);
 - to improve pupils' attainments in science at the end of KS1; and
 - to encourage healthy eating habits through weekly cooking activities.

Summary

7. This is a caring school where pupils and staff feel valued and respected. Under the leadership of a new headteacher, good progress has been made in a comparatively short period of time. The quality of teaching is good, and good features outweigh shortcomings in pupils' standards of achievement. Everyone who is involved in the school is committed to its further development and success.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	2
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?	2

- 8 Pupils' standards of achievement in lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	80%	20%	0%	0%

- 9 These percentages are lower than the averages for Wales as a whole, as published in the Annual Report of Her Majesty's Chief Inspector (HMCI) 2007-2008, namely that standards were good or better (Grades 1 and 2) in 83% of lessons and outstanding (Grade 1) in 12% of lessons.
- 10 Because of the comparatively short period of time that the school has been open, the outstanding features in the provision for children under-five, and in the quality of teaching throughout the school have not had a major impact on pupils' standards of achievement.
- 11 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

12 Grades for standards achieved by children under five are as follows:

Area of Learning	Under- fives
Language, literacy and communication skills	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

13 Grades for standards achieved in the subjects inspected in Key Stage 1 (KS1) and Key Stage 2 (KS2):

Inspection Area	KS1	KS2
Foundation phase	2	2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	3	3
Design and technology	2	2
Information and communications technology	2	2
History	2	2
Geography	3	3
Art and design	2	2
Music	3	3
Physical education	2	2
Religious education	2	2

- 14 In comparison with schools with a similar percentage of pupils entitled to free school meals, teacher assessments at the end of KS1 in 2008 in English and mathematics were in the upper 50% of schools. The results in science were in the lowest performing 25% of schools.
- 15 In 2008 at the end of KS2, pupils' attainment was in the lower 50% but above the lowest 25% performing group of comparable schools in English, mathematics and science. There is no significant difference in the performance of boys and girls.
- 16 Children under five and pupils in KS1 and KS2 achieve good standards in the key skills of speaking and listening, reading and writing in English, and in mathematical and information and communications technology (ICT) skills across the curriculum.
- 17 Taking into account pupils' linguistic skills on entry and the area it serves, pupils throughout the school make good progress from their starting points in bilingual competence. They have a good awareness of the heritage and culture of Wales.

- 18 Pupils make good progress in their social, moral, spiritual and cultural development.
- 19 The personal, social and learning skills of the under-fives and pupils across the key stages are good. Pupils are able to work independently, making effective use of their time in problem solving tasks. Their standards of behaviour and attendance are good.

The quality of education and training

- 20 In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	63%	17%	0%	0%

- 21 These percentages compare favourably with the averages for Wales in the Annual Report of HMCI for 2007 – 2008, namely that the quality of teaching was good or better (Grade 1 and Grade 2) in 83% of lessons observed and outstanding (Grade 1) in 16% of lessons.
- 22 In lessons where teaching is outstanding, teachers encourage pupils to be active and interactive in sessions, and they provide tasks that challenge and motivate them. Teachers use stimulating resources to enhance pupils' learning and make very effective use of learning support assistants to support individuals and small groups.
- 23 The good features to the teaching include good working relationships between teachers and pupils, effective questioning techniques, and tasks that meet the needs of pupils of all abilities. Learning objectives are shared with pupils at the start of lessons, and positive attitudes to learning, and bilingual skills are promoted effectively.
- 24 In the lessons in which there are shortcomings in the teaching, introductions are too long, tasks do not challenge all pupils, and teachers lack the necessary subject expertise.
- 25 Systems for assessing, recording and reporting pupils' progress have good features that outweigh shortcomings. Teachers keep systematic records of the progress of pupils in their class but at present there is no clear whole school system for tracking individual pupils' progress.
- 26 Pupils in each class have a range of individual targets, but many of these are too vague to affect learning. Pupils' involvement in self-assessment and in identifying and evaluating their own targets is inconsistent throughout the school.
- 27 The quality and range of learning experiences available to pupils are good and the school provides a broad and balanced curriculum that meets the needs of all pupils. The educational provision for the under-fives is outstanding, but because many of the developments were recently implemented, they have not had sufficient impact on standards of achievement of children under-five.

- 28 Educational visits are organised regularly and a good number of people come to the school to share knowledge and expertise. The school enriches the pupils' experiences through a broad range of activities to which pupils have access in the lunch hour and after school.
- 29 Communication with parents is effective, and parents are kept informed well of school events through regular letters, the annual report of the governors and the school prospectus. Regular open evenings provide appropriate opportunities for parents to enquire into their child's progress. However, the school does not seek the views of parents on a frequent or formal basis.
- 30 The headteacher plays a key role in effectively arranging and managing all care systems which are in place for pupils. All the staff know the pupils and their families very well and have succeeded in creating an inclusive school in which all pupils are well treated and supported, whatever their needs.
- 31 The school promotes the pupils' safety, health and well being effectively through arrangements such as a healthy tuck shop, after-school sports clubs and road safety education.
- 32 Arrangements which help the very youngest children settle into school, and for Year 6 pupils to transfer to secondary school are outstanding.
- 33 The quality of the school's provision for pupils with ALN is good. Learning Support Assistants (LSAs) are highly effective, caring and give valuable support both in class and when pupils are withdrawn for additional support.
- 34 The school promotes pupils' understanding of diversity and equal opportunities well in many aspects of the curriculum and in after-school activities, as well as in the day-to-day life of the school.

Leadership and management

- 35 The headteacher provides caring and positive leadership and in a comparatively short period of time has successfully established an atmosphere of trust and a constructive working relationship with other members of staff. The headteacher is very well supported by the deputy headteacher in developing a diligent, conscientious team of teachers and assistants.
- 36 The headteacher and staff with Teaching and Learning Responsibilities (TLRs) have established and begun to implement systems to improve standards. These have proved successful in some subject areas but have not had sufficient impact on pupils' achievement in science, geography and music in both key stages. The role of curriculum leaders in sharing good practice and ensuring consistency of approaches throughout the school is not sufficiently well developed.
- 37 All members of staff and governors have a part in the school's self evaluation process and in producing the self-evaluation report. The document gives useful and, in many cases, evaluative information about the school's provision, but does not give a clear and accurate overview of the school's position or identify in sufficient detail areas and aspects which need to be developed.

- 38 The governors are fully involved in all aspects of school life. They contribute to strategic planning by receiving detailed reports from the headteacher and discussing priorities and the implementation of changes and developments.
- 39 The new building provides outstanding accommodation and is used effectively to enhance the learning of the under-fives and pupils in both key stages. In the Foundation Phase areas of learning and in many of the subjects, the school make efficient and economic use of its resources and this has a positive impact on standards in the Foundation Phase, and in English, Welsh second language, mathematics and ICT in KS1 and KS2.
- 40 The school budget is managed well by the headteacher, supported by the school secretary and LA finance officer. Spending is monitored regularly and very effectively by the governing body. The school makes efficient and economic use of its resources and this has a positive impact on standards. The school provides value for money.

Recommendations

In order to improve, the school needs to:

- R1** improve standards in science, geography and music across the school;
- R2** further reform assessment, recording and reporting systems to assist planning and improve pupils' learning; *
- R3** refine the process of school self-evaluation and school development planning so that it is sharply focused on raising standards for all groups of pupils; and
- R4** improve the role of subject leaders in ensuring consistency in all classes by sharing good practice.

** aspect for development identified by the school in its self-evaluation report*

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

41 The findings of the inspection team do not agree with the Grade 2 awarded by the school in its self-evaluation report. The shortcomings in results at the end of key stages and in pupils' standards of achievement in science, geography and music are important reasons why the inspection team awarded a lower grade. Shortcomings in these subject areas include pupils' underdeveloped investigative skills in science and geography, and their underdeveloped composing skills in music.

42 Pupils' standards of achievement in lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	80%	20%	0%	0%

43 The above percentages are lower than the averages for Wales as a whole, as published in the Annual Report of Her Majesty's Chief Inspector (HMCI) 2007-2008, namely that standards were good or better (Grade 1 and 2) in 83% of lessons and outstanding (Grade 1) in 12% of lessons.

44 Because of the comparatively short period of time that the school has been established, the outstanding features in the provision for children under-five, and in the quality of teaching throughout the school have not had a major impact on pupils' standards of achievement.

45 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

46 Standards achieved by children under five are as follows:

Area of Learning	Under- fives
Language, literacy and communication skills	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

- 47 In key stage 1 (KS1) and key stage 2 (KS2), in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
English	2	2
Welsh Second Language	2	2
Mathematics	2	2
Science	3	3
Information and Communication Technology	2	2
Design and technology	2	2
History	2	2
Geography	3	3
Art	2	2
Music	3	3
Physical Education	2	2
Religious Education	2	2

- 48 Pupils with additional learning needs (ALN) make good progress and achieve the targets set for them.
- 49 The standards and progress made by the under-fives and by pupils in KS1 and KS2 in the key skills of speaking and listening, reading and writing in English are good. They listen attentively to teachers' presentations and to each other's contributions and discuss their work with ease and confidence in a range of contexts across the curriculum. Pupils in KS2 read effectively to gather information, and they write in many different forms and for different purposes.
- 50 The under-fives use mathematical skills well in a wide range of play activities. Pupils in both key stages achieve good standards and make consistent and effective use of mathematical skills in subjects such as history, science and design and technology.
- 51 The under-fives use computers confidently to communicate ideas. Pupils in KS1 and KS2 use information and communication technology (ICT) tools, including the Internet, effectively to obtain, prepare, process and present information in a wide range of subjects across the curriculum.
- 52 Taking into account pupils' skills on entry and the area it serves, pupils throughout the school make good progress from their starting point in bilingual competence. They understand and respond quickly to instructions given in Welsh and use simple Welsh words and phrases confidently in response to questions. A minority of the pupils use incidental Welsh phrases spontaneously amongst themselves.
- 53 Pupils make good progress in their knowledge and understanding of *Y Cwricwlwm Cymreig*. They are familiar with a wide range of Welsh fables and stories and they have a good awareness of the heritage and culture of Wales.
- 54 Pupils throughout the school use their creative skills well when writing in English and in art lessons. They do not make sufficient use of creative skills when composing and playing in music.

- 55 In comparison with schools with a similar percentage of pupils entitled to free school meals, the results of teacher assessments at the end of KS1 in 2008 in English and mathematics were in the upper 50% of schools. The results in science were in the lowest performing 25% of schools. A contributory factor to the low attainment in science is that the pupils' investigative skills are underdeveloped. The school has identified this as a priority in the school development plan.
- 56 In 2008 at the end of KS2, pupils' attainment was in the lower 50% but above the lowest 25% performing group of comparable schools in English, mathematics and science. There is no significant difference in the performance of boys and girls.
- 57 This is a new school and no comparison can be made with assessment data from previous years.
- 58 In many lessons, the pupils succeed well in acquiring new knowledge, understanding and skills. They make good progress towards fulfilling their potential and moving on to the next stage of learning in many subjects. Although many of the older pupils in KS2 have a good awareness of their levels of achievement in the various subjects, pupils' understanding of particular strengths and weaknesses in their work is inconsistent throughout the school.
- 59 Pupils make good progress in their social, moral, spiritual and cultural development. In sessions of collective worship and school council activities, pupils make moral decisions and display a good awareness of values such as honesty, fairness and respect. Through different aspects of the curriculum, extra-curricular activities and links with the community, pupils are developing good cultural and spiritual awareness.
- 60 The personal, social and learning skills of the under-fives and pupils across the key stages are good. Pupils are interested and involved in lessons, and in the range of activities provided. In many of the lessons, they understand the work well and are able to apply their knowledge and skills to problem-solving tasks. The more able and talented pupils are doing challenging work and attain higher levels than the norm at the end of key stages in English and mathematics.
- 61 The under-fives and pupils throughout the school express and explore their views openly and honestly and are willing to listen to opinions, which they may not share.
- 62 Most of the pupils concentrate well and are able to plan and organise their own work without constant supervision. They work together sensibly in pairs and small groups using their time effectively.
- 63 Pupils' standards of behaviour are good. They have a clear understanding of what is expected of them, and are considerate and courteous to each other and to adults.

- 64 Average attendance for the three terms prior to the inspection was just under 94%, which compares well with other schools in the LA and averages across Wales. The pupils arrive punctually at the beginning of the school day.
- 65 Pupils respect diversity of belief, attitudes and the social and cultural traditions of others. Their understanding of equal opportunity issues is good.
- 66 Pupils are well prepared to take a full part in the life and work of the community. Some of the pupils took an active part in the designing of the new school and they speak with pride of the 'green' features of its design. Pupils have a good awareness and understanding of the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 67 The inspection team's findings match the school's judgement in its self-evaluation report.
- 68 In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	63%	17%	0%	0%

- 69 These percentages compare favourably with the average percentages for Wales in the Annual Report of HMCI for 2007 – 2008, namely that the quality of teaching was good or better (Grade 1 and Grade 2) in 83 per cent of lessons observed and outstanding (Grade 1) in 16 per cent of lessons.
- 70 The outstanding features in the quality of teaching are:
- extremely effective classroom organisation which provides opportunities for children under five and pupils in both key stages to be active and interactive in their own learning;
 - effective and imaginative use of stimulating resources to enhance pupils' learning;
 - the tasks provided fully challenge, motivate and involve all pupils; and
 - learning support assistants are used very effectively to support individual pupils and groups.
- 71 Good features that are evident in the majority of teaching include:
- good working relationships between teachers and pupils;
 - the promotion of positive attitudes to learning and the consistent use of praise to encourage and motivate pupils;
 - promotion of pupils' bilingual skills by the effective use of incidental Welsh in many of the lessons;
 - the practice of sharing the learning objectives and key skills to be taught with pupils at the start of lessons;

- well-planned use of ICT to support pupils' learning; and
 - lessons that are well controlled and actively engage pupils through the use of good questioning techniques; and
 - tasks that meet the needs of learners of all abilities and interests including those more able pupils.
- 72 Where there are shortcomings in the teaching:
- introductions to lessons are too long;
 - tasks do not sufficiently challenge all pupils; and
 - teachers lack the necessary subject expertise.
- 73 In the Early Years classes, all practitioners make good or outstanding contributions to children's learning. Planning successfully incorporates the philosophy of the Foundation Phase. Opportunities to guide and stimulate children's learning experiences in order to promote their independent learning are a real strength.
- 74 The school meets statutory requirements for assessing, recording and reporting pupils' progress. Systems and procedures have good features that outweigh shortcomings.
- 75 Progress of the under fives is regularly reviewed and careful, well-documented records are kept. Children's work is carefully annotated with informative notes, which give a clear picture of what they can do. These are used effectively to identify targets for the next stage in their learning. Children's progress from baseline entry assessment is monitored systematically in all areas to good effect.
- 76 The recently revised assessment systems for KS1 and KS2 are mainly based on published tests and data analysis recorded from teacher assessments for English, mathematics and science. Teachers keep systematic records of the progress of pupils in their classes, but at present there is no clear whole-school system in place for tracking individual pupils' progress.
- 77 Developing subject assessment portfolios for most subjects contain a range of notes that give an indication of a particular National Curriculum level achieved by pupils. This is good practice. Whole-school meetings to compare and moderate standards of pupils' work are at an early stage of development.
- 78 Effective arrangements have been established for standardising and moderating expectations within the cluster of primary schools and the secondary school. The discussion group activities strengthen teacher assessments in KS2 and KS3.
- 79 Pupils in each class have a range of individual targets but many of these are too vague to impact directly on learning. Pupils' involvement in self-assessment, and in identifying and evaluating their own targets, is inconsistent throughout the school.
- 80 The quality of marking of pupils' work varies widely within the school, reflecting the lack of an overall policy. Comments generally offer encouragement or refer to the completion of work and in the best practice enable pupils to move forward by pointing out the next steps in their learning.

- 81 End of year written reports to parents comply with statutory requirements and, in most instances, give useful information about pupils' progress in individual subjects. Parents and carers of pupils with ALN are well informed and have full access to consultation and reviews. However, reports vary in practice in the inclusion of appropriate well-defined targets for individual pupils to achieve in forthcoming years.

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

- 82 The findings of the inspection team do not agree with the Grade 1 awarded by the school in its self-evaluation report. Although the team judged that the provision for the Foundation Phase and under-fives has outstanding features, the provision across the whole school is not as well advanced to award a Grade 1 for this key question.
- 83 The curriculum is appropriately broad, balanced and relevant, and meets the needs of the range of pupils equally. It complies with statutory requirements.
- 84 Long-term planning for the Foundation Phase and the scheme of work for the under-fives has outstanding features. Planning is clearly based on the seven areas of learning and provides continuity and progression in children's learning. Weekly plans and planning for lessons are detailed and focussed, and the learning experiences for both nursery and reception children are structured very effectively to develop a wide range of skills.
- 85 Schemes of work for the majority of subjects in KS1 are well organised and provide appropriate guidance. However, there is inconsistency between Year 1 and Year 2 in the schemes of work for science and in a minority of foundation subjects.
- 86 Planning for the newly implemented curriculum in KS2 shows some inconsistency across the key stage. The planning for the development of subject specific skills and key skills in a coherent framework is still at an early stage.
- 87 Short-term planning in both key stages is careful and detailed. It outlines effectively lesson objectives, organisation and resources, key questions, and differentiated tasks to meet the needs of all pupils. Planning for the development of the key skills of literacy, numeracy and ICT, and the development of bilingual skills is good and well embedded in short-term planning.
- 88 The school enriches pupils' experiences through a broad range of activities in the lunch hour and after school. These include art and games activities, a music percussion club for KS1, and a choir and orchestra for KS2 pupils. The pupils' awareness of *Y Cwricwlwm Cymreig* is promoted well through a range of curriculum provision and is enhanced by the Gŵyl Plant country dancing club. The provision for ICT is enriched by the 'Web Wizard' club for Year 6 pupils who meet weekly to update the school web site.

- 89 Visits to museums, historical sites and different places of worship extend pupils' experiences and have a positive impact on their standards of achievement. Visitors to school include members of the local clergy to lead collective worship, and representatives of charitable organisations such as the National Society for the Prevention of Cruelty to Children, and the Royal National Institute for the Blind. The school's links with Welsh Water and the Whitestones outdoor centre enhance effectively the pupils' awareness of environmental education.
- 90 The school's provision for the development of pupils' spiritual, moral, social and cultural development is good. Personal and social education (PSE) opportunities are identified in curriculum planning, and some classes have discrete ¹'circle time' sessions. Pupils have made their own rules for the classroom and playground, and the friendship stop and 'Ffrindiau' system make sure that no pupil is without a friend with whom to play. Awards for effort and good behaviour are presented in celebration assemblies. Pupils who are members of the school council take their responsibilities seriously.
- 91 Whole-school collective worship and elements of the religious education curriculum promote pupils' spiritual development well. Appropriate time is given for reflection on spiritual concerns in school assemblies. Collective worship fulfils statutory requirements.
- 92 Communication with parents is effective. Parents are kept well informed of school events through regular letters, the annual report of the governors and the school prospectus. Regular open evenings provide appropriate opportunities for parents to enquire into their child's progress.
- 93 The school benefits from the support of parents and members of the community who help on outside visits, and with craft and reading activities. A small but active parents' group raises funds for the school, and parents and members of the community attend coffee mornings in the school's community room three times a week.
- 94 The school's provision is enhanced well by an effective partnership with cluster primary schools. Valuable opportunities are provided for pupils from local secondary schools, and students from Newport University, Hereford Sixth Form College and the Royal Forest of Dean College to benefit from work placements in the school.
- 95 The school effectively promotes pupils' knowledge and understanding of the world of work through a number of links with local businesses. It has maximised the range of opportunities which accompanied the building of the new school and these positive links still exist. Pupils were consulted on its design, and decisions took account of their views.
- 96 The school's provision for developing pupils' understanding and use of the Welsh language, and for meeting the requirements of *Y Cwricwlwm Cymreig*, is good.

¹ Circle time – Sessions where pupils sit in a circle, and carry out activities, games and practice speaking and listening skills. It is regarded as a whole-school approach to enhancing pupils' self-esteem, and promoting better relationships and positive behaviour.

- 97 The school effectively promotes equality of access and opportunity to the curriculum, tackles social disadvantage, and challenges stereotyping. It works well in partnership with the LA and other agencies in ensuring that all pupils are treated equally and are given equal opportunities.
- 98 The school takes full advantage of the 'green' features of the new school and acts in a sustainable way by continually raising awareness of the need to save energy, recycle, minimise waste, and support a healthy lifestyle. The receipt of a Bronze Flag in the Eco Award is being followed up with continuing work for all pupils. A 'Food Co-op' run by two parents, selling locally sourced fruit and vegetables in a non-profit making venture, supports pupils' understanding of environmental issues well.
- 99 Education for sustainability and global citizenship is good and sound foundations are being developed to enable this to improve further.
- 100 Entrepreneurial skills are promoted appropriately. Members of the school council, which include pupils from every school year, discuss and choose how to spend a small budget. Pupils from Year 6 organise games for the school fête and help run the healthy tuck shop. Staff are aware that in time there is scope to make more of all of these opportunities so that independence and choice can be further promoted.

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

Grade 2: Good features and no important shortcomings

- 101 The findings of the inspection team do not agree with the Grade 1 awarded by the school in its self-evaluation report. The inspection did not identify enough outstanding features to corroborate the school's judgement.
- 102 The headteacher plays a key role in effectively arranging and managing all care systems that are in place for pupils. All the staff know the pupils and their families very well and have succeeded in creating an inclusive school in which pupils with a range of needs are very kindly treated.
- 103 The school works effectively with many outside agencies such as the educational welfare service, the educational psychology service, behaviour support, speech and language therapists and social services to ensure good quality care and support for all pupils. Pupils feel safe and relaxed in school and readily turn to adults for guidance and support.
- 104 Parents say that the headteacher and staff are approachable and deal with any concerns they raise promptly. However, the school does not regularly seek their views on a frequent or formal basis. In the pre-inspection meeting and in their responses to the inspection questionnaire, a minority of parents expressed their willingness to be more actively involved in organising fund-raising activities for the school.

- 105 Pupils share ideas and express opinions through the school council, which is developing well. It meets about once a month and pupils enjoy discussing and deciding on school rules, how to adjust routines on the playground, and how to spend a small budget on playground equipment.
- 106 Arrangements that help the very youngest children settle into school, and for Year 6 pupils to transfer to secondary school are outstanding. Home visits before the children are admitted to school are very carefully planned and effective timetabled introduction sessions with parents get the partnership off to a very good start. Partnerships are further strengthened by the various community/school link initiatives, such as the 'Language and Play' scheme for parents and pre-school children.
- 107 Excellent transition arrangements have been established with the receiving secondary school. Teachers from both schools meet regularly and share information about individual pupils, as well as curriculum developments. A well-planned programme for the visits of Year 6 pupils and their parents to the secondary school, together with visits from KS3 teachers to teach lessons in the core subjects, such as mathematics, ensure that pupils transfer to the next stage of their education with confidence.
- 108 The school's personal and social education programme is central to its work and new effective policies underpin this area of school life. An enthusiastic subject leader is monitoring provision and recent reviews have identified ways to improve still further, for example, by making opportunities for 'circle time' class discussions to be more consistent.
- 109 Outside visitors as well as the curriculum provide appropriate opportunities for pupils to consider and discuss many important issues, such as how to keep healthy. All pupils, including children in the Foundation Phase, talk sensibly about the need for a healthy diet.
- 110 The school takes good account of guidance provided in a National Assembly for Wales circular on inclusion and pupil support. Procedures to monitor attendance and punctuality are good and the school responds immediately to any concerns. Effective support is received from the education welfare service if and when the need arises.
- 111 All members of staff ensure that routines and expectations for positive behaviour are clearly understood by the pupils, and they guide and support any pupils with behavioural problems in a consistent way.
- 112 Pupils themselves take on the responsibility of ensuring their friends feel happy on the playground by taking on the role of 'Ffrindiau'. The Friendship Stop is well used and pupils report that it is useful, especially for the younger children. Supervision throughout the day including on the playground and during many after school clubs is good.
- 113 There are good arrangements to promote safety, health and well being of pupils. A good range of specific projects has been organised to promote these aspects, including a healthy tuck shop, after school sports clubs and road safety education. The school has very recently been awarded 'Healthy School' status and recognises its responsibilities in this area.

- 114 Risks assessments are conducted on a regular basis and governors undertake regular reviews of the school's health and safety policy and practice.
- 115 The school has good arrangements and guidelines to ensure pupils are protected and these are followed effectively when any cause for concern arises. The headteacher and the designated member of the governing body have been trained and a recent review of the school's policy and information in the staff handbook ensures that all members of staff are well aware of safeguarding procedures. The school works closely with outside agencies. Suitable procedures are in place for dealing with complaints and these are explained clearly in the school prospectus.
- 116 The quality of provision for pupils with ALN is good with no important shortcomings. The provision fully complies with the Code of Practice and the requirements of the framework for inclusive education. The headteacher shares the overall co-ordination of the well-focused provision with the designated member of the governing body and, together with support staff, ensures that pupils receive appropriate support and are fully integrated into the life of the school.
- 117 The policy of well-focused early intervention is a strength of the school and ensures that appropriate support is put into place as soon as pupils' needs are assessed. This provision is well organised in a variety of ways, including support in class, structured literacy programmes and withdrawal in small groups.
- 118 Individual education plans are good quality working documents. They are reviewed at regular intervals to ensure that work planned is clearly adapted to meet individual needs.
- 119 Assessment, recording and reporting procedures for pupils with ALN meet statutory requirements and parents are fully informed so that they can support their children's learning needs at home.
- 120 Learning support staff are highly effective and caring and give valuable assistance both in class and when pupils are withdrawn for additional support. The school receives very good support from the LA and a variety of other agencies, and there are good examples of collaborative and supportive team work. Overall, pupils with ALN achieve at similar levels to their peers.
- 121 The school has effective systems in place to eliminate oppressive behaviour, racial discrimination, bullying and all forms of harassment. The measures are well understood, and implemented consistently by all staff. They help to ensure that all pupils within the school have the opportunity to learn effectively without disruption or interference.
- 122 The quality of provision for equal opportunities is good and gender differences are particularly well supported and monitored. The school promotes pupils' understanding of diversity and equal opportunities well in many aspects of the curriculum and in after-school activities, as well as in the day-to-day life of the school.

- 123 The school is fully accessible to disabled pupils and adults and a well chosen design is much appreciated by families and pupils with a disability. The school has a good disability equality scheme. An audit has identified the way forward and has helped to produce an appropriate action plan to ensure provision continues to be strong.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 124 The findings of the inspection team do not agree with the Grade 2 awarded by the school in its self-evaluation report. Good features outweigh shortcomings in monitoring, evaluating and raising pupils' standards of attainment, and in pupils' achievement in some subjects.
- 125 The headteacher provides caring and positive leadership and, in a comparatively short period of time, has successfully established an atmosphere of trust and a constructive working relationship with other members of staff. The headteacher is very well supported by the deputy headteacher in developing a diligent, conscientious team of teachers and assistants.
- 126 The headteacher, staff and governors share explicit aims and values that are focused on pupils' needs, and promote equality of opportunity for staff and pupils. These are reflected in every aspect of the school's work.
- 127 The headteacher and staff with 'Teaching and Learning Responsibilities' (TLRs) have begun to implement systems to improve standards. These have proved successful in some subject areas but, as yet, have not had sufficient impact on pupils' achievement in science, geography and music in both key stages.
- 128 The school takes good account of national priorities. It is committed to the 'Healthy Schools' initiative and has recently gained the 'Quality Mark of the Basic Skills Agency'. Considerable emphasis is placed on promoting pupils' health and fitness. The school works well with several partners, including the LA and the cluster group of primary schools, and this works to the benefit of the school and its pupils.
- 129 Appropriate procedures have been established to set targets for pupils in English, mathematics and science at the end of KS1 and KS2 but these targets are not always challenging enough. The school's self-evaluation process is not sufficiently well developed to identify all areas of improvement to be included as targets in the school development plan.
- 130 Performance management systems have been effectively implemented. Individual meetings to discuss the personal development of teachers and support staff by reviewing job descriptions, assessing progress over the previous year, and negotiating individual targets for improvement have been

recently introduced. The quality of provision and support for a newly-qualified teacher is good.

- 131 The governors are very supportive of the school and contribute to strategic planning by receiving detailed reports from the headteacher on a regular basis, and discussing priorities and the implementation of changes and developments. They challenge and support the work of the headteacher and staff.
- 132 Governors are fully involved in all aspects of school life and individual members take an active interest in specific areas, such as collective worship, reading and ICT activities. Their role as class link governors, where they meet individual class teachers to discuss provision, and then provide feedback to the full governing body, is developing well.
- 133 The governing body has strong and effective sub-committees, particularly in relation to finance and community links. They meet regularly and report in full to the full governing body. The chairperson meets with the headteacher at least twice weekly. Governors fulfil all the legal duties placed upon them.

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

Grade 3: Good features outweigh shortcomings

- 134 The findings of the inspection team do not agree with the Grade 2 awarded by the school in its self-evaluation report. Although the self-evaluation process has good features, it also has shortcomings.
- 135 In many aspects of school life the headteacher, newly appointed senior managers and governors effectively use the information gained from self-evaluation to guide school improvement.
- 136 The school makes good efforts to create measures to evaluate its own performance. It makes effective use of national and local data to target areas that have strengths or shortcomings. Improvements in provision and pupils' standards are apparent in some subject areas, such as English, mathematics and ICT.
- 137 The newly implemented management structure clearly defines the roles and responsibilities of members of staff who have responsibility for curriculum areas and subjects. Curriculum leaders review and update schemes of work, and gather first-hand evidence from the scrutiny of pupils' work. They attend appropriate training courses and provide feedback in staff meetings.
- 138 The headteacher monitors teaching as part of the performance management process. Other senior managers do not undertake lesson observations in order to share good practice and ensure consistency of approach throughout the school. The school acknowledges that their role needs to be further developed.

- 139 All staff are aware that they have a part in the school's self-evaluation process and their input is valued. The school is good at seeking the views of a range of agencies that have an interest in the school, and leaders and managers co-operate effectively with the LA to target areas for improvement. However, the school's self-evaluation does not take enough account of the views of parents.
- 140 Through the school council and short surveys, pupils' opinions are heard and their views considered in the decision-making processes.
- 141 The self-evaluation report produced by the school gives useful and, in some cases, evaluative information about the school's provision in each of the seven key questions. However, it does not give a clear and accurate overview of the school's position and does not identify in sufficient detail areas and aspects that need to be developed.
- 142 There is a clear link between the areas identified for development in the school's self-evaluation report and priorities noted in the school improvement plan. However, the self-evaluation process fails to identify some important shortcomings in the school's provision and pupils' standards, such as in science in KS2 and geography and music in both key stages.
- 143 The school development plan sets out clearly the priorities identified by the school, plans firm strategies that are likely to lead to improvements, and provides appropriate timescales and costs. However, links with the school budget are not always clear and the 'success criteria' that show how much progress the school is making are not always measurable.
- 144 The judgements of the inspection team do not agree with the school's self-evaluation in six of the seven key questions. In key questions 3, 4, and 7 the outstanding features are insufficient to match the school's judgements, and the inspection identified shortcomings in key questions 1, 5 and 6.

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

Grade 2: Good features and no important shortcomings

- 145 The findings of the inspection team do not agree with the Grade 1 awarded by the school in its self-evaluation report. The inspection did not identify sufficient outstanding features to justify a Grade 1 for this key question.
- 146 Leaders and managers use the resources available in the new school effectively and efficiently. However, there has not been sufficient time since the establishment of the new school for this to have a major effect on pupils' standards.
- 147 The ratio of teachers to pupils is good, and most of the staff are well qualified to teach every aspect of the curriculum appropriately. Teachers have attended a range of courses on recent education initiatives, which have ensured that they are well informed about curriculum developments.

- 148 Teachers receive regular time for planning, preparation and assessment, and teaching cover is provided by two higher level teaching assistants. A flexible timetable is organised to release two teachers simultaneously, so that planning meetings are possible. This is good practice.
- 149 Various options were considered by the school when reorganising staff duties, and effective use is made of time and staff to meet the current needs for fulfilling administrative tasks.
- 150 Support staff make a good contribution to pupils' learning. They display a high level of commitment and care, and work well with teachers to support pupils in their work.
- 151 The school secretary and assistant secretary ensure that the daily routines of the school are efficient and effective. The mid-day supervisors and those who serve dinners contribute significantly to the good level of behaviour in the canteen and play-ground at lunch-time. The caretaker and cleaner work successfully to provide a clean and attractive environment for all staff and pupils.
- 152 Learning resources are good, though in the areas of music, geography, and physical education the school is aware of the need to prioritise and improve further the quantity and quality of provision. Artefacts for religious education are readily available on loan, and the school is building up its collection of history artefacts. The generous investment in interactive white boards and computers for all classrooms, together with a trolley carrying 15 laptops has had a positive effect on standards in ICT. Resources are organised well in central storage areas and in classrooms, and are readily accessible to staff and pupils.
- 153 The building provided in 2007 following the closure of the infant and junior schools is of outstanding quality and is used effectively. Classrooms are a good size for the numbers of pupils on roll and provide a stimulating environment, enhanced by the display of pupils' work. A large hall provides a good space for physical education and music activities, and for collective worship. Pupils appreciate the school library, which is used effectively to develop their library skills. The covered area for the Foundation Phase provides an outstanding space to extend the learning of the under-fives in all weathers. The community hall is used regularly for activities and events involving the school and local people.
- 154 Extensive grounds provide grassed and hard areas for play, a multi-use area for outdoor games, and an outside classroom for the Foundation Phase. Plans are well in hand to develop a school garden and other learning areas in the generous outside space.
- 155 The school budget is managed well by the headteacher, supported by the school secretary and LA finance officer. Spending is monitored regularly and very effectively by the governing body. The school has a high carry forward figure in its budget. This was provided by the LA when the school was opened as there was considerable uncertainty about the projected running costs of the new school. The finance committee of the governing body has an appropriate spending plan to address this issue.

- 156 In the Foundation Phase areas of learning and in many of the subjects, the school makes efficient and economic use of its resources and has been successful in attracting several sources of additional funding for specific projects. The effective use of resources has a positive impact on standards in the Foundation Phase, and in English, Welsh second language, mathematics and ICT in KS2. The school provides value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 157 Nursery and reception children listen and respond appropriately and effectively, with growing attention and concentration. They speak clearly and confidently when discussing their individual and group play activities. The more able children describe what they have achieved and refer to their intentions. In their role-play activities, they make conscious use of movement, gesture and language that are appropriate to the situation.
- 158 The youngest children show a keen interest in books and can identify and explain events illustrated in pictures. Many of the reception children read simple story books with increasing accuracy and independence.
- 159 The nursery children enjoy experimenting with mark making and they all understand that written symbols have sound and meaning. They copy their own names showing good letter formation. A minority of the reception children are beginning to write words, phrases and short sentences independently.

Shortcomings

- 160 There are no important shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

- 161 Nursery and reception children enjoy experimenting with new learning experiences and are confident explorers of their indoor and outdoor environment. They understand the need to wash their hands after using the toilet and before handling food and do so independently. Many of them dress themselves quickly and efficiently.
- 162 All the children play happily together, taking turns and sharing toys and equipment. They discuss what makes a good friend and suggest ways in which they can help others. They have a good awareness of what is right and wrong, good and bad, and fair and unfair. They are developing a positive self-image and an understanding of their Welsh identity, and their awareness of other religions and cultures is developing well.

- 163 When playing in the class café, nursery and reception children talk confidently about different foods and show a good understanding about the right types of food and drink that are important for healthy bodies.

Shortcomings

- 164 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 165 Children in the nursery and reception classes use and apply mathematics in a range of practical tasks, in both the indoor and outdoor environment. They understand and use mathematical language such as biggest and smallest, shortest and longest, and widest and narrowest, confidently when talking to adults about their work.
- 166 They use number names accurately, matching the symbol to the sound, and counting at least ten objects reliably. Working within a time limit, reception children use dice and count bricks to make towers, and then match, order and compare them in terms of height. Through role-play in the class café, nursery children are developing a good awareness of the use of money and its value.
- 167 Nursery and reception children know the names of more common two-dimensional and three-dimensional shapes and recognise similarities and differences between them. When discussing favourite animals, they collect, sort and interpret simple data and represent it effectively by using a pictogram.

Shortcomings

- 168 There are no important shortcomings.

Bilingualism

Grade 2: Good features and no important shortcomings

Good features

- 169 Nursery and reception children show that they understand basic instructions in Welsh and respond appropriately. They communicate their needs in Welsh and they speak clearly, using simple words and phrases when responding to questions. They know the names of colours and can count to ten in Welsh.
- 170 They know the words of a good range of Welsh songs and they sing them enthusiastically.

Shortcomings

- 171 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 172 Nursery and reception children are curious about the world around them and they enjoy learning by exploration, enquiry and experimentation, asking questions and trying to find answers.

- 173 They understand well the difference between seasons and can describe their features, and are aware of the need to dress sensibly for different types of weather. They can identify the effects the different seasons have on some animals and plants; they know that some creatures hibernate during the winter and they can explain how plants grow in the spring.
- 174 The children's knowledge and understanding of common materials is developing well. They distinguish between liquid and solid materials, and understand that the characteristics of some foods change when they are heated. They use magnifying lenses to observe and investigate objects, creatures and plants, and use digital cameras independently to record their work.
- 175 When taking part in a role-play enactment of a wedding in the local church, reception children demonstrate care, responsibility and respect for other people. They understand that a church is a special place and they all behave respectfully. By simple prayer and reflection, their spiritual awareness is developed well. They develop good knowledge and understanding of the work and role of people in the community.

Shortcomings

- 176 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 177 Nursery and reception children make regular and extensive use of a wide range of equipment and apparatus for physical play both indoors and outdoors. They steer, pedal and control large toys confidently making good use of the space available. They walk, run, jump, hop, skip and climb confidently developing good coordination and balance.
- 178 Their ability to control a football, and to stop and change direction when asked is developing well. They understand and can explain simple rules and elements of games.
- 179 Nursery and reception children use a range of small equipment with increasing control. Most handle pencils, crayons, paint brushes correctly and use them effectively. Nursery children use scissors, spreaders, spoons, forks and knives competently when making egg and cress sandwiches.

Shortcomings

- 180 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 181 Nursery and reception children are continually developing their imagination and creativity across the curriculum. They explore and experiment with a variety of techniques and materials when making Easter cards and clay Easter

nests. They select equipment, colours and materials confidently when they arrange and combine materials to make collages. They understand that colours can be mixed to create new shades.

- 182 Reception children move freely and expressively to music and rhythm and imitate actions with enthusiasm. Nursery and reception children know a good range of songs and nursery rhymes by heart and sing them confidently with others.

Shortcomings

- 183 There are no important shortcomings.

English

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

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

Good features

- 184 KS1 pupils make good progress in their speaking skills and communicate with increasing confidence in group work. The majority develop their ideas in an extended fashion.
- 185 Pupils in KS1 make good overall progress in reading skills. They read accurately according to age and ability and use phonic knowledge effectively to correct themselves and to construct words.
- 186 KS1 pupils write showing an increasing understanding of sentences and punctuation and they are beginning to use quotation marks and exclamation marks for effect.
- 187 KS2 pupils listen attentively, respond confidently and ask intelligent questions in oral work. They express views articulately, and ask and answer relevant questions. They are confident in role-play and communicate easily in group work, exchanging opinions in a mature and sensitive manner. Many pupils use an extended vocabulary when discussing, expressing views and offering comments.
- 188 Most pupils read fluently and accurately, showing good comprehension and paying attention to punctuation in order to convey meaning. They read with good expression and at an appropriate level for their ability. They can scan texts well and they sensibly predict possible outcomes. They discuss their favourite books in a mature manner, highlighting exciting events, describing characters and displaying a sound understanding of the text. They read aloud confidently and fluently.
- 189 Pupils write in a range of styles and are making good progress in applying relevant techniques, such as writing instructions or taking notes. They write creative stories, dialogues and poetry, letters, and diary entries sensitively and with sincerity. By Year 5 and Year 6, the pupils punctuate accurately and use paragraphs with meaning when producing pieces of extended work. The most

mature writers produce pieces of high quality. Many make good use of dictionaries and a thesaurus to develop their vocabulary.

Shortcomings

190 There are no important shortcomings.

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

- 191 Pupils in both key stages understand a range of commands in Welsh, which are well used during the school day. They pay good attention to the consistent labelling of displays in Welsh.
- 192 Pupils in KS1 make good progress in speaking and listening. They respond well to instructions and use greetings confidently. They develop a good range of vocabulary about the weather. They ask and answer questions and express likes and dislikes confidently.
- 193 KS2 pupils demonstrate good speaking and listening skills. They ask and respond to a range of questions and describe a variety of ailments clearly when conducting a simple role play about visiting the doctor. They use repeated phrases with confidence when creating their own story using the story of a haunted house as a model.
- 194 Pupils in KS2 display good reading skills when reading a story in a group situation. They use skimming and scanning skills well to recognise individual words in a text. They read with expression when taking on a character role and can use a sequence of Welsh phrases to conduct a brief conversation.
- 195 Pupils in Year 5 and Year 6 ask and respond confidently to questions and many of them are able to use extended sentences. They use descriptive language well when introducing a character.
- 196 Pupils in KS2 write with increasing confidence. In Year 4, they write a simple sentence introducing themselves as one of the characters from a class book, and, by Year 6, they use familiar sentence patterns effectively to write a simple pen portrait of the Tudor Queen Elizabeth.

Shortcomings

197 There are no important shortcomings

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

- 198 In KS1, nearly all pupils respond well in oral and mental mathematics sessions, displaying a good understanding of doubling and halving numbers to twenty and above. Most pupils confidently count in twos, fives and tens up to fifty with higher achieving pupils up to one hundred. The majority of pupils accurately identify odd and even numbers. Most use good mental strategies for adding and subtracting numbers.
- 199 Most pupils in KS1 have a good knowledge of basic two and three-dimensional shapes. The more able successfully describe similarities and differences between the properties of different shapes using the correct mathematical vocabulary.
- 200 Pupils with additional learning needs make good progress in learning basic mathematical facts and use their knowledge effectively in well structured activities such as, using money in the class shop.
- 201 By the end of KS1, the majority of pupils create a variety of graphs confidently using a good range of ICT software, and interpreting results accurately.
- 202 Most KS2 pupils continue to develop an appropriate mathematical vocabulary and make good progress in developing their understanding of the value of numbers. Pupils at the lower end of the key stage use multiplication tables effectively and demonstrate quick thinking skills when responding very accurately to rapid-fire questions involving a number of mathematical operations.
- 203 In upper KS2, nearly all pupils display a good understanding of the four rules of number. They explain that addition and subtraction, and multiplication and division, are contrasting processes. Higher attaining pupils confidently add and subtract decimal numbers. Most pupils have a good understanding of negative numbers. Nearly all pupils set out written calculations very carefully and accurately.
- 204 The majority of pupils tell and record time accurately and, by the end of the key stage, confidently convert time from analogue to the twenty-four hour clock. Across the key stage, most pupils make good progress in their understanding and use of fractions.
- 205 Throughout KS2, pupils develop a good knowledge of the properties of two- and three-dimensional shapes. Most are aware of symmetry when related to simple two-dimensional shapes and develop a good understanding of area and perimeter.
- 206 The majority of pupils make good progress in using and interpreting data in the form of different types of graphs. This work is further enhanced by pupils' very confident use of ICT to draw a wide range of graphs and tables.

Shortcomings

- 207 There are no important shortcomings.

Science

Key stage 1 - Grade 3: Good features outweigh shortcomings

Key stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 208 Throughout the school, the majority of pupils display a keen interest in practical science sessions.
- 209 In KS1, most pupils have good observational skills and record their findings accurately. Most sort materials, describing their properties and correctly identifying similarities and differences. Pupils give sensible reasons for choosing particular materials for a specific purpose. The majority know that some materials change when heated and that, in some instances, the process can be reversed through cooling.
- 210 In upper KS1, pupils correctly label the most important parts of certain plants and birds and explain their functions. Higher attaining pupils confidently produce a questionnaire relating to each habitat studied. Pupils experience simple forces as they propel model cars down a variety of inclined surfaces, measuring distances covered accurately.
- 211 The majority of younger pupils in KS2 are aware of the importance of eating healthy foods and the harmful side effects when fat and sugar are consumed to excess. The majority of pupils are aware that the length of shadows from a given point is dependent on the time of day. Most pupils are aware that magnets attract certain materials and carefully record their findings, having predicted possible outcomes.
- 212 Older pupils in KS2 further develop their understanding of a fair test and most pupils appreciate the importance of evaluating evidence gained accurately. The majority of pupils have a good understanding of some investigations associated with materials and their properties.
- 213 Most pupils in upper KS2 have a good understanding of life processes and living things. They know the function of the heart and lungs and can name the major skeletal bones. The majority of pupils understand that a varied diet and regular exercise is needed to keep healthy. They make good use of key vocabulary when investigating and explaining how the heart pumps blood around the body.
- 214 Most pupils talk confidently about work related to forces and can explain the impact additional weight has on speed travelled from a given height to ground level. When studying penguins in cold climates, most pupils show a good understanding of heat loss and the need to conserve energy. They have good knowledge and understanding of the Earth as part of the solar system.
- 215 Most pupils make good use of graphs and ICT to record results.

Shortcomings

- 216 In both key stages, pupils' investigative skills and their ability to record observations independently are underdeveloped.

- 217 Pupils do not make sufficient use of correct scientific terminology when discussing ideas in science.

Information and communication 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

- 218 Nearly all pupils in KS1 use the mouse effectively to click on programs and to drag items displayed on the screen. Most pupils' keyboard skills develop well and, with support, they type and save simple sentences. The majority of older pupils in KS1 use their word processing skills successfully to write and save captions as they present their work.
- 219 Most pupils in KS1 confidently use a range of paint programs to decorate artwork. With support, they enter data about their favourite toys into a simple data handling program to create a range of pie and block graphs. They successfully control a programmable toy and clearly understand the need for accuracy when inputting their instructions.
- 220 Throughout KS2, the majority of pupils log on, access, save, retrieve and print their work diligently. Most of the pupils are able to communicate, share and exchange ideas and information in different forms, including graphs and pictures. Most pupils understand how spreadsheets can be used to interpret and analyse information, and accurately predict the outcomes of different decisions. All pupils understand the power of the internet to support their work in a number of subjects.
- 221 The majority of younger pupils in KS2 change colour, font, size and style of text competently. Older pupils use the 'cut and paste' function very successfully to add images to their text.
- 222 Following their recent visit to the Millennium Stadium, pupils created an effective presentation, successfully incorporating text and pictures, and showing sensitivity to the needs of their audience. They evaluated their own work and that of others, making sensible suggestions on how presentations can be improved.
- 223 Most pupils confidently write a series of instructions to successfully move a programmable toy from a given place to a specific object located some distance away from the starting point.
- 224 In upper KS2, nearly all pupils confidently use a range of information technology tools and equipment independently to support their work. Most are able to select the most appropriate software and equipment to suit their needs.

Shortcomings

- 225 There are no important shortcomings.

Design technology

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

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

Good features

- 226 Pupils of all ages succeed in producing original designs and making good quality products from a comprehensive range of materials.
- 227 In their work on flag making in lower KS1, most pupils effectively research the materials they wish to use. They carefully practise particular skills, such as selecting appropriate materials and investigating different ways of joining a flag to the flagpole. They all plan their methods of work carefully and evaluate the finished products sensibly, suggesting improvements. Nearly all pupils produce a good standard of workmanship in the finished product.
- 228 In lower KS2, the majority of pupils confidently discuss the completion of their metal collage. Most have good ideas about the features that make it attractive and understand how to evaluate future design improvements in terms of appearance and fitness for purpose. Most pupils use a range of simple tools very successfully to make their models. They use appropriate language and detailed drawings to convey their original ideas.
- 229 In food technology in upper KS2, pupils confidently distinguish quality in different types of biscuits using appearance, texture and taste as important criteria.
- 230 Following an educational visit to the Millennium Centre, most pupils successfully built a message machine. They labelled drawings of working parts clearly, including gears, electric motors and electrical circuits to aid a range of working components. On the successful completion of the products, pupils reflected critically on their own work, making changes where necessary. Using appropriate descriptions and terminology, they successfully related their own models to the context with which it was intended, such as suitability of materials and environmental issues.

Shortcomings

- 231 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

- 232 In KS1, the pupils display a good understanding of old and new. Their historical vocabulary is developing effectively and by using words and phrases

such as 'before and after', and 'a long time ago' when discussing their work, the pupils display a secure awareness of the passage of time.

- 233 KS1 pupils use a range of historical sources including books, artefacts and pictures to find out about the past. They talk to adults about the toys they played with when they were children and use a simple time line effectively to place the toys in correct time order. They have a good awareness of the current age of people who would have played with the toys.
- 234 Pupils in KS2 are well informed about different historical periods. They show empathy towards the living conditions of children in the Victorian period and have a good awareness of life during the Second World War. Pupils in Year 6 engage in stimulating, focused historical enquiry into the impact that the Tudor explorations had on present day life. The pupils ask and answer relevant questions and display a good understanding of why people did things and the consequence of some of the events and changes.
- 235 Pupils' understanding of chronology is developing appropriately, as they use a variety of time lines to sequence events. In their investigations, they deal confidently with a range of historical sources including books, documents and the internet, as well as visits to a local museum and to the National Roman Legion site at Caerleon.

Shortcomings

- 236 The awareness of the sequence of events over time of a few pupils in KS2 is not sufficiently well developed.

Geography

Key stage 1 - Grade 3: Good features outweigh shortcomings

Key stage 2 - Grade 3: good features outweigh shortcomings

Good features

- 237 Pupils in KS1 use good mapping skills, using a simple plan of the school grounds to locate positions of some physical and human made features.
- 238 KS1 pupils draw a simple sketch map of their route to school. They compare the weather in Wales with that of Australia, and write postcards to describe their holiday activities in Australia. They know that they would see frozen lakes, ice and snow in very cold countries, and that their clothes would have to be suitable for the cold climate. They use simple map co-ordinates to locate objects on a grid.
- 239 Pupils in KS1 are able to locate Wyesham and Monmouth on a map of Wales accurately. They find the site of the former junior school on an aerial photograph. Most pupils recognise and name the main physical features in Monmouth, and some of the human features such as the famous well, the church and the round house. They use good ICT skills on a map of Monmouth to identify the sites. They understand an appropriate range of mapping symbols such as those for a church, campsite, windmill and car parks.

- 240 The younger pupils in KS2 use the interactive whiteboard well to locate their school on an aerial photograph of Wyesham. They express views clearly in debating the question of whether the new school should have been built. They are fully aware of the eco features of the building, such as the collection of rainwater, and have a good understanding of the ideas of re-using, reducing and recycling. They make a block graph of parents' employment from evidence recorded on a tally chart.
- 241 Pupils in KS2 can locate where volcanoes are found in the world. They show a good understanding of a variety of global climates, and compare some aspects of life in developing countries with life in Wales.
- 242 Older pupils in KS2 demonstrate a good awareness of the effect of global warming on the polar ice cap, and of the consequences for polar bears. They increase their understanding of what it means for rich and poor countries with very different levels of resources to prepare for the eventuality of sudden disasters associated with global warming, using a problem-solving exercise.
- 243 KS2 pupils make effective use of keys and symbols in atlases to identify rich and poor countries in the world. They identify elements such as adequate food, longevity and levels of literacy to differentiate between lifestyles. They show a good understanding of how fair trade seeks to avoid exploitation of poorer countries by richer ones. They use four figure grid references appropriately when using maps.

Shortcomings

- 244 Pupils in both key stages make inconsistent progress in a range of geographical skills, including geographical investigations based on first-hand information and fieldwork.
- 245 In both key stages, pupils make insufficient use of geographical enquiry and skills to study contrasting localities in Wales and in an economically less developed country.

Art

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

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

Good features

- 246 KS1 pupils experiment with a wide range of art media to sketch, paint, make models and create collages. They use a wide range of techniques to fulfil the requirements of various tasks.
- 247 After investigating the work of Cezanne, pupils in KS1 observed in detail reflections of their own faces and produced good quality self-portraits. They mix basic colours to produce a variety of shades and select colours that work together effectively when making their own landscape pictures. They investigate in detail paintings by Lowry and use them as stimuli to create an

effective class collage. They discuss their own work and that of others and make a simple comparison with the work of famous artists.

- 248 Pupils in KS2 study the work of a number of different artists, including some from Wales. They discuss and describe the work of Kyffin Williams in detail and use some examples to stimulate and inspire their own paintings. After investigating the work of Kate Malone, they use pencils and pastels effectively to produce good drawings of a bowl of fruit.
- 249 Pupils in both key stages use personal sketchbooks competently for planning, experimenting and practising techniques. By KS2, they discuss their work fluently displaying a good awareness of texture, line and pattern.
- 250 Pupils in KS2 investigate and experiment effectively with art and design styles from different cultures and different periods from history. They use a range of sources including ICT to investigate, observe and design an illuminated letter. They experiment confidently with colour and patterns and with paintbrushes and ink to produce good quality designs. They evaluate their work in a mature manner.

Shortcomings

- 251 There are no important shortcomings.

Music

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 252 In both key stages, pupils sing a good repertoire of hymns and songs. They maintain a good pitch and sing tunefully in whole school situations such as collective worship.
- 253 KS1 pupils maintain a steady beat using hands and feet and nodding heads to accompany a song about Pinocchio. Many of the pupils succeed in singing the words of the song simultaneously. They have an appropriate grasp of pitch.
- 254 Pupils in lower KS2 make simple musical instruments such as shakers, percussion and stringed instruments from junk materials, and use them to perform an accompaniment for a song about reusing, reducing and recycling. They organise themselves well in groups and most follow the conductor well. Many of the pupils succeed in singing the words of the song while using the instruments to maintain a beat.
- 255 Older pupils in KS2 work well together in groups to perform a repeated rhythmic pattern following a simple musical score. They internalise the beat well and show effective evaluative skills.

- 256 Pupils in Year 6 listen well to a performance of early 15th and 16th century music. They show a good understanding of how the music is written, and know the purpose of a 'drone'. They recognise and name the lute, flute, drum and recorder. They use a good variety of tuned and un-tuned instruments to perform a tune in the Tudor style. They follow a simple tune in standard musical notation very effectively.
- 257 Pupils' learning in music is enriched across the school by opportunities to perform in concerts in the school and in the community. The skills of those pupils who receive lessons on violin, cello, bass and guitar and in woodwind make a valuable contribution to the development of all upper KS2 pupils. They perform well as individuals and in a school orchestra.

Shortcomings

- 258 The skills of KS1 and lower KS2 pupils in using tuned and un-tuned instruments to perform simple rhythmic sequences are underdeveloped.
- 259 Pupils' skills in composing are underdeveloped across both key stages.
- 260 Pupils' awareness of the music of other cultures and their knowledge of musical terms is limited in both key stages.

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

- 261 Pupils in both key stages know about the beneficial effects exercise have on their bodies. They have a good awareness of safety in physical education lessons.
- 262 In KS1, pupils use space confidently in performing a range of moves, including frog hopping, crawling and running. They end their moves with a variety of body shapes, such as a happy or angry cat, a cup or a spinning cup. They demonstrate good control in performing a sequence of moves and shapes, ending with holding a straight shape. They make sensible suggestions for improving their work.
- 263 KS1 pupils use good hand and eye co-ordination in sending and receiving a ball successfully. They work energetically and enthusiastically, and co-operate well in pairs, to develop control of the ball and passing skills in hockey.
- 264 By the end of KS1, pupils have a good understanding and appreciation of a wide range of physical activities. They warm up and cool down appropriately before and after exercise.
- 265 The majority of pupils in lower KS2 demonstrate good levels of skill in using a range of strokes to swim the length of the swimming pool. They develop a

good style in front crawl and back stroke, and show an increasing ability to use breast and butterfly stroke. They satisfy the requirements of the curriculum.

- 266 KS2 pupils walk, jog and run energetically when following pathways around the gym in different directions as they warm their bodies. They demonstrate good turning and bending movements while working in pairs, and know how to jump and land safely. They work safely and lift, carry, place and use equipment appropriately.
- 267 The older pupils in KS2 use space well while performing a range of shapes. They show good body tension and control when moving from one shape to another, and demonstrate changes in direction and levels effectively. All pupils complete a simple sequence of movements successfully and evaluate their work in a meaningful way.
- 268 KS2 pupils' physical education skills are developed further by a wide range of extra-curricular sports that include rugby, football, netball, tennis and hockey in after school clubs and from the Dragon sports initiative. Pupils' standards of achievement are also enhanced by the adventure activities at the Gilwern residential centre, including orienteering, canoeing, wall-climbing and canoeing.

Shortcomings

- 269 There are no important shortcomings.

Religious education

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

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

- 270 KS1 pupils know that the Bible is a special book for Christians. They ask appropriate questions and use relevant vocabulary when discussing the story of Mary Jones and her Bible.
- 271 They are familiar with a number of stories about Jesus Christ. When they write from the point of view of a character in a Bible story, they show empathy and display a good understanding of moral aspects. Following a discussion in groups after hearing the story of Moses and the Ten Commandments, the pupils write a list of rules that are relevant to their lives.
- 272 Pupils in KS1 have a good knowledge and understanding of the work of people who give religious leadership in the local community and are familiar with some of the stories associated with religious leaders from the past, such as Saint David. They have a sound knowledge of Christian customs, ceremonies and celebrations and have an appropriate awareness of other religions. They are aware that some people worship God and meditate in special places and on special days.
- 273 Following a visit to the local church, KS2 pupils know the practises and celebrations of the main Christian festivals well and are able to describe some

of the objects seen in places of worship. They are familiar with a range of stories from the Bible and can explain their religious significance.

- 274 Pupils in KS2 show respect and tolerance towards other religions. They know basic facts about Judaism and Hinduism and understand that different people pray and celebrate in different ways.
- 275 When taking part in discussions about trust, the pupils investigate and raise sensible questions from their personal and religious experiences, including questions about God. They are starting to form their own ideas and beliefs about life and religion.
- 276 Throughout the school, pupils' understanding of principles such as friendship, caring for others and sharing is good. By contributing regularly to humanitarian charities, the pupils appreciate their place as members of a worldwide family and people's responsibility towards each other.

Shortcomings

- 277 There are no important shortcomings.

School's response to the inspection

The Governors of Kymin View Primary School are satisfied with the contents of the first inspection report for the school. We feel that this is a positive statement about the progress made so far and the direction the school can now take.

It is pleasing to note that the inspectors feel that the school has made good progress and that arrangements to help the youngest children settle into the school, and those for Year 6 pupils moving to the secondary school are outstanding. We are very pleased that the new building is used effectively to enhance the learning of all pupils, that standards of behaviour are good and that pupils are considerate and courteous towards others.

This is the first self-evaluation report produced by the school and will be up-dated on a regular basis, using the findings of this report as part of that process. The school will continue to use the help and guidance of the LA in developing our self-evaluation procedures.

We were very pleased that the quality of teaching in 83% of lessons observed was Grade 2 or above. It is particularly pleasing to note the successful implementation of the Foundation Phase, which will be a strength as it is implemented into Years 1 and 2. We are proud of our community links, especially the Pre-School and Family Learning sessions held in the Nursery classroom and the Food Co-op which supports the pupils' understanding of environmental issues. The new skills-based curriculum in KS2 will continue to be developed and will impact upon standards achieved throughout the key stage. It is good to note that planning for the development of key skills is good and is well embedded in short-term planning.

The inspectors noted that everyone involved in the school is committed to its further development and success. This commitment will ensure that the school continues to make progress, enabling pupils to achieve their full potential.

Appendix 1

Basic information about the school

Name of school	Kymin View Primary
School type	Primary including Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Wyesham Road Wyesham Monmouth
Postcode	NP25 3JR
Telephone number	01600 712927

Headteacher	Mrs Suzanne H Gooding
Date of appointment	September 2007
Chair of governors/ Appropriate authority	Rev. Barry Smith
Registered inspector	Jean Marshall
Dates of inspection	24 – 27 March 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7.5	25	18	27	19	14	27	27	164.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	4	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.5 : 1
Pupil: adult (fte) ratio in nursery classes	7.5 : 1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	22.5
Teacher (fte): class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	87.4%	91.2%	93.4%
Summer 2008	90.8%	90.6%	93.8%
Autumn 2008	82.4%	95.3%	94.2%

Percentage of pupils entitled to free school meals	20%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		18		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School		11	6	67	17
		National		4	14	63	19
En: reading	Teacher assessment	School		11	17	50	22
		National		4	15	55	26
En: writing	Teacher assessment	School		11	11	67	11
		National		5	16	68	11
En: speaking and listening	Teacher assessment	School		6	17	33	44
		National		2	11	63	24
Mathematics	Teacher assessment	School		0	6	67	28
		National		2	11	65	22
Science	Teacher assessment	School		0	17	56	28
		National		2	9	66	23

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

In the school	83	In Wales	81
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		24						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School					4	0	17	54	25
		National				1	1	3	16	51	29
Mathematics	Teacher assessment	School					4	0	17	42	37
		National				1	1	3	15	51	30
Science	Teacher assessment	School					4	0	17	62	17
		National				1	1	2	11	54	32

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	79	In the school	n/a
In Wales	76	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

Five inspectors, including the school's nominee, spent the equivalent of twelve inspector days in the school. The headteacher acted as nominee and a team meeting was held before the inspection.

These inspectors visited:

- forty lessons or part lessons;
- registrations, assemblies and acts of collective worship; and
- 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 representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

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

After the inspection, the team held meetings with subject leaders, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Aspect	Subjects/areas of learning/
Mrs Jean Marshall Registered Inspector	Context; Summary; Recommendations; Annexes; Key questions 1 & 5.	Foundation Phase; English; history; art and design; religious education
Mr Peter Clark Team Inspector	Key questions 2, 4 & 6.	Mathematics; science; design and technology; information and communication technology.
Mrs Rhiannon Harris Team Inspector	Key questions 3, 4 & 7	Welsh Second language; geography; music; physical education.
Mrs Charlotte Roberson Lay Inspector	Contributions to key questions 3 & 4	
Mrs Suzanne Gooding Nominee	Contributions to all key questions by providing information.	

Acknowledgement:

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

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