

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

A Report on the Quality of Education in

**Langstone Primary School
Old Roman Road
Newport
NP18 2JU**

School Number: 6802209

Date of Inspection: 2 June 2008

by

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Langstone Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Langstone Primary School took place between 2nd – 5th June 2008. An independent team of four inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Langstone Primary School is situated on the outskirts of Newport, which is the Unitary Authority (UA). The school serves the local area. There are 296 full-time pupils on roll from the ages of four to eleven.
2. Nearly all pupils live close to the school. The village of Langstone is economically advantaged. Pupils have a full range of abilities. When they start school in the Reception class, children's skills and experiences are above those expected for their age.
3. The school reports that 2% of pupils are entitled to free school meals, which is well below the UA average of 21.2% and the all-Wales average of 17.5%. About 10% of pupils are considered by the school to have some degree of special educational need (SEN), which is below average for schools locally and nationally. Three pupils have statements of SEN relating to autism. No pupil was excluded in the previous school year. No pupil is disapplied from the National Curriculum (NC). One pupil is looked after by the UA.
4. English is the predominant language of 99% of pupils and 93% of pupils are from White British backgrounds. No pupil has Welsh as the first language of the home. Four pupils receive support in learning English as an additional language.
5. The school was last inspected in the summer term 2002 when the previous headteacher was in post. There have been significant staff changes since that inspection and the school roll has increased.
6. The school holds the Healthy Schools Award (1, 2, 3 & 4), Eco-Schools green flag status and the Basic Skills Quality Mark (3).

The School's Aims

7. The school's aims are very wide and appropriate to their age and ability.

The School's Mission Statement

8. The school's mission statement is 'Learning Promotes Success'.

The school's priorities and targets

9. The school's priorities and targets for 2007/2008 are to:
 - continue the process of self review;
 - monitor progress and fix targets for future improvements;
 - take steps to support ongoing improvement in the quality of teaching;
 - continue to develop the curriculum to match the aims of the school and the needs of all pupils;
 - prioritise resources to raise standards; and
 - continue the professional development of staff.

Summary

10. Langstone Primary School is a very successful school. It is very well led and has many outstanding features. It has made very good progress since its last inspection.

Table of grades awarded

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

11. The inspection team agrees with all of the judgements in the seven key questions made by the school about the standards pupils achieve and in other areas of its work.

Standards

12. Overall, the standards of achievement in subjects and areas of learning inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	32%	65%	3%	0%	0%

13. These figures are well above those set out as a target in the Welsh Assembly Government (WAG) 'Vision into Action' document for primary schools, that by 2010 the quality of learning in at least 98% of lessons inspected should be Grade 3 or better.
14. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
15. Many children begin school with skills and experiences that are above the expected levels for their age. They make good progress and are well prepared for the next phase of their education.

Grades for standards in subjects inspected

	KS1	KS2
Inspection Area	Grade	Grade
Welsh as a Second Language	2	3
Mathematics	1	1
History	2	1
Geography	1	1
Design technology	2	2
Art	2	2

16. Pupils with SEN and those with additional learning needs, including those considered to be gifted and talented, make very good progress as a result of the very good provision and help they receive.
17. In the end of KS1 national assessments for seven year olds in 2007, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was very high, as was the proportion of pupils reaching the higher level (Level 3). The school performed well above the UA and national averages in each of these subjects, and also when the results were combined.
18. In these assessments, girls performed better than boys in English at the higher level (Level 3) and about the same at Level 2. In mathematics and science, boys out-performed girls at Level 3 and gained similar results at Level 2.
19. When these results are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, the 2007 results were very high and well above the majority of these similar schools. The school met the targets set for it in consultation with the UA. The overall trend in performance in these assessments over recent years has been positive.
20. In the 2007 national teacher assessments for eleven year olds, the proportion of pupils reaching or exceeding the expected level (Level 4) was well above the UA and national averages in English and mathematics. In science, the school's performance was very high. The combined results were well above the UA and national averages. The proportion of pupils attaining the next level (Level 5) was very high in all three subjects, and also when the results were combined. In English, boys attained the same as girls at Level 4 and just out-performed girls at Level 5. In mathematics, boys were out-performed by girls at Level 4 but they out-performed girls at Level 5. In science, girls attained better than boys at Level 4 and were out-performed by boys at Level 5.
21. When these results are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, the school's relative performance was very high in English and science and well above average in mathematics. The combined results were also well above these similar schools.

22. The national assessment results are higher now than they were in 2005. In 2007, the school met the targets set with the UA.
23. By the age of 11, pupils have made at least the progress expected of them when they were assessed at the age of seven. Many achieved more. Currently in classes across the school, pupils' levels of achievement are high.
24. Standards and progress in key skills are Grade 1 (good with outstanding features) overall. In communication in English, in Reception, KS1 and KS2 standards are Grade 1. All pupils speak, listen, read and write in English to a very high standard in all aspects of their work. Pupils' communication skills in Welsh are Grade 3 (good features outweigh shortcomings), as are their bilingual skills, because there are shortcomings at KS2. In the Reception class and in KS1, pupils achieve well and speak, listen, read and write in Welsh at least at appropriate levels for their ages and backgrounds. In KS2 for older pupils do not respond confidently and accurately when asked to use incidental Welsh. Older pupils in KS2 do not read or write sufficiently in Welsh as part of their general class activities.
25. Pupils' mathematical skills are Grade 1. In Reception children make good progress, for example, in investigating how to measure and when developing their knowledge and understanding of the world and also when working creatively. In KS1 and KS2, they collect and interpret a wide range of data, for example, in science and geography.
26. Pupils' skills in information and communications technology (ICT) are Grade 1 and are a significant strength of the school. Children in Reception use the mouse confidently when using simple programs and packages. In KS1 and KS2, pupils use ICT naturally and confidently, for example to interpret data and to make visual presentations. They use ICT very well to reinforce their learning to locate information and to compose their work. They use sensors well in science.
27. Pupils' creative skills are Grade 2 (good features and no important shortcomings). They express themselves confidently and competently in art, music and dance. Across the school, pupils have a very good knowledge and understanding of their Welsh heritage and the culture of Wales. This is Grade 1 as are pupils' personal and social skills, their problem-solving skills, their ability to work with others, and their knowledge and understanding of how to improve their own learning and performance. All of these key skills have several outstanding features and are major strengths of the school.
28. Pupils have very positive attitudes to learning and are very interested in their work. They behave very well and show high levels of respect to adults and to each other. They are friendly, polite and considerate.
29. Attendance at 95.6% is above the UA and national averages and the WAG target of 95%. Nearly all pupils arrive punctually and lessons start promptly.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	67%	2%	0%	0%

30. The above figures are well above the national picture reported by HMCI in the Annual Report 2006/2007, where the quality of teaching nationally was at least Grade 2 in 80% of lessons with 14% having outstanding features.
31. These figures are also above the WAG 'Vision into Action' document where the target for 2010 for the quality of teaching observed by Estyn is for 80% of classes to be at least Grade 2 or better.
32. In the Reception class, teachers plan and organise a suitable range of learning experiences effectively and deploy their assistants well.
33. Across the school, in the best lessons the outstanding features include:
- very careful planning of lessons so that pupils learn systematically;
 - the setting of clear time targets for pupils to meet;
 - very high expectations of what pupils should achieve;
 - very constructive relationships between adults and pupils;
 - stimulating and exciting activities, which make learning fun;
 - teachers' infectious enthusiasm for their subjects;
 - very well-developed questioning skills, which encourage pupils to think things out for themselves;
 - detailed understanding of the topic being taught;
 - systematic reviews of what has been taught;
 - setting appropriate levels of challenge for the range of abilities within classes; and
 - outstanding skills in encouraging pupils to evaluate accurately what they have learnt.
34. There are very thorough arrangements for assessing, recording and reporting on pupils' progress, which meet legal requirements. Teachers assess work against precise learning objectives and indicate clearly to their pupils what they need to do to improve. A particularly strong feature is the way in which pupils review their own progress and that of others.
35. The school uses a wide range of reliable tests and assessments to judge pupils' performance and very rigorously interprets the information they contain. However, the process of analysing this data is time consuming and does not easily provide a clear picture of the progress individual pupils and groups of pupils are making in the shorter and longer terms. The school is in the early stages of utilising electronic means to help in this activity.
36. Pupils with SEN are assessed regularly and their needs are thoroughly addressed. The school is very mindful to ensure that teachers within the school agree what are the standards all pupils achieve. They are fully

involved in making consistent judgements with other schools in the area, particularly in English, mathematics and science.

37. Reports to parents are detailed and include clear targets for improvement. They meet statutory requirements. Parents have good access to teachers in order to discuss their children's progress.
38. The curriculum is equally accessible to all pupils and meets the legal requirements of the NC and for the locally agreed syllabus in religious education. The overall curriculum is very broad and well balanced. It is considerably enriched by an extensive range of out of school activities, visits and visitors. It meets the needs and range of pupils well. Particularly strong features are the exceptional arrangements for pupils to develop successfully nearly all of their key and basic skills.
39. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. The school provides many high quality opportunities for pupils to reflect on important issues and feelings. Pupils have many very good opportunities to be aware of the spiritual dimension of life. Across the school, positive moral values are very successfully developed. A wide range of music making and other creative activities enhance pupils' cultural development well. There are also many good opportunities to appreciate the cultural diversity in modern society. Racial harmony is promoted very well. There are many good opportunities for pupils to learn how to take on responsibilities, become constructive and helpful members of their community and look after their environment.
40. There are good arrangements in place to promote pupils' understanding of the world of work, their awareness of sustainable development and the conservation of resources. There is a comprehensive policy for global citizenship, which is put into practice very successfully. Arrangements for homework are good and it is well matched to pupils' learning needs.
41. Pupils are particularly well cared for, guided and supported. The school plans and manages its care arrangements very well. The partnership with parents is particularly strong. Their views are regularly sought and valued. They have very easy access to the governing body.
42. The school has very detailed plans and arrangements, which support pupils' well being very successfully. Pupils have a good and thorough understanding of the importance of exercise and of a healthy diet.
43. The school promotes equal opportunities very well. All pupils are included in all school activities. It positively discourages the stereotyping of individuals and cultures.
44. The personal support and guidance for pupils is of a very high quality. Child protection arrangements meet local guidelines and recommended good practice. The school council is active and its members have a growing awareness of the democratic process. Their opinions are respected and acted upon.

45. Support for pupils with SEN is outstanding. It is very well managed. The requirements of the Code of Practice for SEN are met in full.
46. There are very detailed and appropriate policies and arrangements to review pupils' attendance, punctuality, behaviour and performance. The school also has very well thought out plans and procedures for dealing with issues of race equality, disability, discrimination and equal opportunities. There is an accessibility plan in place following a detailed survey of the site. All pupils with disabilities who attend the school are effectively integrated into its life and have good access to all facilities.

Leadership and management

47. The headteacher is a very capable and inspirational figure in the school. She has created a very positive and constructive environment for teaching and learning. Staff work very hard to reach the high expectations set out for them. There is a very positive team spirit and enthusiasm to work together very purposefully and to enable pupils to succeed.
48. The roles of subject co-ordinators are very well developed and they manage their areas of responsibility very well. They complement and add to a very committed and able senior management team, which is properly focused on raising and maintaining high standards across the school.
49. The school takes careful note of national priorities and local initiatives. Preparation for the introduction of the Foundation Phase, Curriculum 2008 and the development of pupils' skills for learning are well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are very well organised and enrich the curriculum further.
50. The school works closely and effectively with the governing body, which is well informed. The chair of governors provides a thoughtful and experienced lead. Governors are very committed to the school and play a full part in its life. The school's finances are well managed. Governors meet their statutory duties in full.
51. The process of self-evaluation is very thorough and very well established. It is closely linked to the school improvement plan (SIP) and to its staff performance management procedures. The views of all those, including parents and pupils who have a stake in the school, are carefully sought and considered. The school self-evaluation report is very detailed and accurate. It is used effectively as part of the school's strategy for continual development and for maintaining high standards.
52. Since the last inspection in the summer term 2002, the school has made very good progress in addressing the many key issues from that inspection and in turning many of them into significant strengths of the school.

53. Day-to-day administration is smooth, friendly and efficient. Visitors are warmly welcomed. There is a sufficient provision of very well qualified teachers and support assistants who work together very cohesively.
54. The accommodation is safe and attractive with a wide range of high quality outdoor facilities which all help to create a very stimulating environment for learning. However, while children in Reception have regular access to a suitably resourced outdoor play area, they are currently unable to use it independently. The school is addressing this issue as a matter of urgency.
55. Teachers' aptitudes and abilities are very well utilised. There is an outstanding commitment to the continued development of teachers' and their assistants' expertise and professional skills. The opportunities offered are taken up readily and very well used. There is a very effective induction programme for newly qualified teachers. The school is well resourced. Very good use is made of resources, which are all readily available.
56. Bearing in mind the overall high standards that pupils achieve and the outstanding quality of education provided, the school gives very good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 raise standards for older pupils in KS2 in Welsh as a second language, and in their bilingual and key skills in Welsh across the school;
- R2 ensure that children in the Reception have easy and free access to their outside play area as part of their first-hand learning experiences;* and
- R3 improve the school's systems for recording, analysing and interpreting information it collects about what pupils know and can do in order to judge more easily the progress they make year on year towards the targets set for them. *

* The school has already identified this as a priority.

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.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

57. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
58. Standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	32%	65%	3%	0%	0%

59. These figures are above the targets set for primary schools in the WAG 'Vision into Action' document. In it, the target for primary schools by 2010 is for the quality of learning assessed by Estyn to be Grade 3 or better in 98% of lessons.
60. Baseline assessments indicate that children's skills and experiences are above those usually expected when they begin school.
61. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

	KS1	KS2
Welsh as a Second Language	2	3
Mathematics	1	1
Design technology	2	2
History	2	1
Geography	1	1
Art	2	2

62. Pupils with SEN and those with additional learning needs, including those identified as gifted and talented, make very good progress as a result of the very well organised help they receive.
63. In the 2007 national teacher assessments for seven-year-olds in English, mathematics and science, the proportion of pupils attaining the expected Level 2 was very high. It was above the UA and national averages, as was the proportion of pupils attaining the higher level (Level 3) in all three subjects, and when these three subjects were combined. In these assessments, in English girls attained better than boys at Level 3 and about the same at Level 2. In mathematics and science boys attained better than girls at Level 3 and similar to them at Level 2. The combined score shows the same variable pattern. The school has consistently exceeded local and national averages.

64. When these results are compared to the small group of schools in the UA with a similar proportion of pupils entitled to free school meals, results were very high and well above the majority of these similar schools. Since 2005, results for seven year olds in the school have improved. In 2007, the targets agreed with the UA were met.
65. In the KS2 national teacher assessments for eleven year olds in 2007 in English, mathematics and science, the proportion of pupils achieving at least the expected level (Level 4) was well above the UA and national averages in English and mathematics it was very high in science. The combined results were well above the UA and national averages. The proportion of pupils reaching the higher level (Level 5) was very high in English, mathematics and science and when these results were combined. In these assessments, boys attained about the same as girls at Level 4 in English but marginally out-performed girls at Level 5. In mathematics, girls out-performed boys at Level 4 but boys significantly out-performed girls at Level 5. In science, girls attained better than boys at Level 4 but boys out-performed girls at Level 5.
66. When these results are compared to the small group of schools in the UA with a similar proportion of pupils entitled to free school meals, the school's performance was very high in English and science and well above average in mathematics. The combined results were also well above these similar schools.
67. Since 2005, end of key stage results have varied and are higher in 2007 than they were in 2005. All pupils at eleven years of age make at least the progress it would be reasonable to expect of them when they were assessed at seven years of age. Many exceeded it. In 2007 the school met the targets agreed with the UA. Currently, standards in classes indicate that across the school pupils achieve very well in their lessons.
68. Overall, pupils' achievements in the key skills are Grade 1. In communication in English in the Reception class, children make very good progress in speaking and listening and good progress in reading and writing. In KS1 and KS2, standards in communication are Grade 1. In KS1, pupils speak confidently to a large audience, for example, during assemblies. They are very articulate when speaking to each other and to adults. In KS2, many pupils express informed views and opinions in a very sophisticated and mature way. Across the school, listening skills are Grade 1. Children in the Reception class listen very attentively to their teachers. In KS1 and KS2, listening skills are very well developed in all subjects. Standards in reading are Grade 2 in Reception and Grade 1 in KS1 and KS2. Younger pupils recognise key features of a book and use context and index pages accurately. In KS2, pupils have very well developed study and research skills. Across the school, pupils' skills in writing in other subjects are Grade 1. Pupils in Reception write sentences unaided. By the end of KS2, pupils write in a wide range of styles and at length.
69. Pupils' communication skills in Welsh are Grade 3 overall. In the Reception class, children recognise simple phrases and responses. They are beginning to count in Welsh competently. In KS1, pupils respond to greetings and

comments confidently. In KS2, older pupils do not use incidental Welsh in their lessons regularly and are not confident to respond orally in sentences. They do not read in Welsh as part of their general reading activities. Overall standards of achievement are Grade 2 in Reception, KS1 and in lower KS2. They are Grade 3 in upper KS2. Pupils' bilingual skills follow a similar pattern and are also Grade 3 overall.

70. Pupils' mathematical skills are Grade 1. They are very well developed and applied across the curriculum. In Reception, children make good progress in learning how to weigh and measure. In KS1 and KS2, they have a very good understanding of how to collect and interpret data they find, for example, in geography and science. They measure accurately in design technology.
71. Across the school, pupils' skills in ICT are Grade 1 and this is a significant strength of the school. In Reception, children use the mouse to navigate through simple programs confidently. In KS1 and KS2, pupils use a wide range of resources very well. In KS1, they draw creatively and use the Internet to research topics. They produce high quality graphs for a database. Within KS2, they apply their skills very well to produce a digital story using pictures and sounds. They edit and crop pictures very carefully and use cameras to record their work.
72. Pupils' understanding of the richness of their Welsh culture is Grade 1. From Reception, pupils build up a very good knowledge of Welsh artists. Older pupils have a very good understanding for their age of their local area and its history. They know the work of several Welsh authors, working with some of them at first-hand. They take part in a very good range of cultural events, which help them to appreciate the particular features of Welsh music and dance.
73. Pupils' personal and social skills are Grade 1. Starting in Reception, they demonstrate a very clear understanding of how they can contribute to their school, their community and the wider world. They have a very good awareness of their responsibilities to the environment. Pupils are confident in expressing their ideas and opinions.
74. Pupils' problem-solving skills are Grade 1. In Reception, children solve problems as individuals and in groups. In KS2, pupils confidently explore different choices and try different solutions. By the end of KS2, pupils raise their own questions and respond very enthusiastically to challenges set for them.
75. Pupils' creative skills are Grade 2. Across the school, pupils express themselves well in art, music and dance. In KS1, they perform an Indian dance with style and confidence. In KS1 and KS2, they illustrate their work using a wide range of materials and media.
76. A particular strength in the school is the way in which pupils work very willingly together. This is Grade 1. They collaborate very effectively in pairs and in group activities.

77. Across the school, pupils show a very mature understanding of how to improve their own learning and performance. This is Grade 1. They are highly motivated, enthusiastic and constructive. From an early age, pupils think about what they are doing and find ways to improve their achievements
78. Pupils are very well motivated and show outstanding enthusiasm for their schoolwork and related activities. They have very positive attitudes to learning, show a great interest in their work, maintain concentration and respond effectively to specific time targets throughout lessons. These have a positive effect on the standards they achieve and the quality of life in school.
79. Pupils' active involvement in a scheme to improve their study skills helps them develop into resourceful, resilient, reflective and reciprocal learners. This is an outstanding feature of the school.
80. The behaviour of pupils is exemplary. Pupils move around school in an orderly and very courteous manner. They show respect to other pupils and adults, listening and responding willingly to instructions. Pupils' manners and attitudes at lunchtimes and playtimes are excellent.
81. Pupils are happy and participate with interest in lessons and activities. They are considerate of others and of school property. They demonstrate a developing level of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour.
82. Pupils understand what standard of behaviour is expected of them and fulfil these expectations at all times. In the completed questionnaires, nearly all parents indicated that the school achieves high standards of behaviour. There have been no exclusions during the last 12 months.
83. The overall average level of attendance, over the last three full terms, is relatively stable at 95.6 %. This is almost 1% better than the national average for schools with similar free school meals entitlement and significantly better than the UA and national average figures for all schools. There are no unexplained variations in attendance across the school or throughout the year.
84. At the start of the day, the punctuality of most pupils is very good. However, a small number of younger pupils frequently arrive late for registration in the mornings. Punctuality is good throughout the school day, allowing sessions to start promptly without delay or disruption.
85. The school takes appropriate account of the requirements of WAG Circular 47/2006 that sets out the requirements for recording absence.
86. Pupils make exceptional progress in developing their personal and social skills, and in their moral and wider development. Pupils make excellent use of the many good opportunities to work individually and co-operatively as part of a group. They increasingly develop their decision-making and problem-solving skills and their adaptability.

87. Relationships between all pupils and adults are outstanding. All staff help pupils become increasingly more sensitive to the needs of others, to care for those that are less fortunate than themselves, and to be aware of cultural and racial issues. Pupils develop a very good understanding of right and wrong, and know how to respond if they see other pupils upset or lonely.
88. Pupils show an excellent awareness and understanding of the diversity of beliefs, religions and cultures present in today's society. They adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination.
89. Pupils' knowledge and understanding of the workplace and the local community is good. In lessons and assemblies, they discuss the different work people do and the ways in which people look after and care for their community. Pupils' involvement in numerous community activities is actively encouraged and supported by parents and teachers.

The quality of education and training

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

Grade 1: Good with outstanding features

90. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
91. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	67%	2%	0%	0%

92. The quality of teaching is good or better, that is Grade 1 or Grade 2, in 98% of lessons. This figure is well above the national picture reported by HMCI in the Annual Report for 2006/2007, where the quality of teaching in primary schools is at least Grade 2 in 80% of lessons with 14% having outstanding features. These figures are also above the 2010 target for primary schools set out in the WAG 'Vision into Action' document where the quality of teaching assessed by Estyn should be Grade 2 or better in 80% of classes.
93. In the Reception classes, teachers plan effectively to organise an appropriate range of suitable learning experiences. There are effective working relationships between teachers and their assistants so that children begin school happily and make good progress.
94. Across the school, teachers plan very rigorously. Their lessons are very well organised and structured so that all pupils build systematically on what they already know and can do. Teachers always make a point of explaining very clearly to their pupils what they expect of them, and how much time they have to complete each part of the tasks they have thoughtfully designed for their pupils. Teachers have very high expectations of what their pupils should

achieve and positively encourage them to work enthusiastically and willingly. Across the school, there are very constructive relationships between all adults and pupils. Teachers and their pupils work well in an equal partnership.

95. In the best lessons, where there are many outstanding features, teachers prepare stimulating activities which make pupils' learning fun, for example, when learning how to apply their skills in information technology to produce a composite picture of an imaginary 'new pupil'. They enthuse their pupils through the effective way they pass on their own love of the subject, for example, when analysing a novel by Daniel Morden. They question very effectively to encourage pupils to think things out for themselves. They extend, support, encourage and move the lessons on swiftly and smoothly from task to task. Pupils thrive because they are encouraged to believe that they can succeed and are carefully helped and guided to do so.
96. In nearly all lessons, teachers show very secure subject knowledge. They know very well how to link different subjects and the skills pupils need to apply in them. In a minority of lessons at KS2, they successfully encourage pupils to use incidental Welsh regularly and appropriately.
97. In many of the best lessons, teachers systematically review what has been taught and use that information at the beginning of the next lesson to ensure that all pupils have a firm basis to learn more. They systematically increase the level of challenge and make pupils very aware of what they need to do to meet the new expectations. They cleverly encourage pupils to explain what they have learnt and to evaluate the work of other pupils constructively. They are very mindful to ensure that all pupils are treated equally and are aware of the dangers of thinking about people in stereotypical ways, for example, when considering printing techniques used in modern India in an art lesson.
98. The school meets statutory requirements for assessing, recording and accrediting pupils' work. Pupils fully understand the purpose of assessment and recognise it as an integral part of effective learning. This is an outstanding feature in the school.
99. Pupils of all ages are encouraged to be reflective learners, taking responsibility for evaluating their own work and the work of other pupils, and also for planning the next stage of learning. Pupils with additional learning needs are closely involved in reviewing their own progress against their mutually agreed targets.
100. Pupils combine sensitivity with rigour when assessing the work of other pupils. Y3 pupils explain their methods of marking with outstanding maturity and confidence. Pupils competently use standardised school marking codes when editing their own work and that of their friends. They praise three things about their friends' work and set one target for improvement.
101. Teachers regularly mark pupils' work against precise learning objectives. As a result, pupils are very clear about the next stage of their learning or what

they need to do to improve. Pupils' work is celebrated and their success is publicised widely.

102. The school retains collections of work in different subjects from pupils of all ages and abilities. These have been carefully discussed and graded by groups of teachers in the school. These provide excellent examples of standards expected and help teachers to judge accurately and consistently with teachers from other schools the standards and the progress pupils are making.
103. In the Reception class, children are formally 'baseline' assessed when they start school. Teachers and teaching assistants record and regularly update information on their individual progress in the six areas of learning and make detailed observations about their acquisition of skills. Staff meet regularly to discuss children's progress and ensure that activities meet their needs.
104. Throughout the school, pupils are regularly assessed formally using a range of reliable test materials. This enables the school to gather suitable data regularly, which it carefully analyses and uses to help plan lessons or highlight any areas of concern in pupils' progress. However, the process is time consuming and is not easily completed quickly.
105. The school has rigorous tracking systems, which it uses to check the progress of individuals and groups of pupils from their entry to school until the end of KS2. It is very mindful of the need to ensure that all pupils achieve the highest standards of which they are capable. This is an outstanding feature.
106. Parents are well informed about any matters concerning their children. There are regular meetings to discuss their children's progress and examine their work. The school holds regular meetings to update parents on the curriculum and transition to secondary education. Reports to parents are detailed and include targets for improvement. Parents feel they contain a pleasing blend of precise information and personal comments.
107. Transfer records for pupils moving on to high school are informative and are designed specifically to meet the requirements of teachers in KS3.

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

Grade 1: Good with outstanding features

108. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
109. Overall, the curriculum is very broad and balanced and provides exceptionally well for the needs and interests of all pupils and interested parties. It meets in full the legal requirements of the NC and the locally agreed syllabus for religious education. The curriculum is equally accessible

to all. It ensures that pupils build systematically on what they already know and can do.

110. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
111. Detailed schemes of work in all subjects are clearly laid out and very systematically help to develop skills and knowledge. The schemes are imaginatively used to provide learning experiences, which promote positive progress in clearly presented plans for lessons. All teachers formally evaluate the impact on learning of their lessons and suitably modify plans if they need to be amended.
112. There are exceptional arrangements within the curriculum for pupils to develop their key and basic skills. These areas are most carefully planned for and put into practice most effectively, particularly in English, information technology, design technology and history.
113. The promotion of pupils' creativity is good. Music is developed well within the school by a specialist teacher. Pupils benefit from tuition in a good range of musical instruments by visiting teachers. From the early years onwards, pupils take part in presentations in assemblies, which are much appreciated by parents and other adults.
114. A particularly outstanding element in the curriculum is the provision for out of school hours and off-site provision. An extensive range of educational visits, including residential stays for Y6 pupils, bring particular relevance to all pupils' learning in both their academic and social development. A wide range of initiatives, such as a Welsh authors initiative and the digital story programme for Y5 and Y6 pupils, promote learning very well. Many pupils, of all ages and abilities, benefit from the very wide range of clubs and sporting activities.
115. Overall, the school promotes pupils' personal development including their spiritual, moral, social and cultural development very well. Discussion time is used effectively to develop these issues. Opportunities occur in many subjects, such as English and history for pupils to reflect on important issues and feelings. This has a very positive influence on pupils' spiritual awareness and understanding. Teachers successfully encourage positive moral values and there are frequent opportunities for pupils to show kindness and thoughtfulness to others. Pupils consider issues that affect the school directly and make decisions on issues raised. They are encouraged to behave as responsible members of their community and of the wider world.
116. Assemblies help foster pupils' personal development and recognise achievements most effectively. The high quality and the extensive range of music making within the school, adds significantly to pupils' spiritual and cultural development. Pupils successfully celebrate the culture and faiths of all pupils. All traditions are valued and racial harmony is promoted well.

117. The school makes good use of the environment to provide rich, often exciting experiences, including visits to places of interest in the locality and beyond.
118. Pupils in the Reception have good opportunities and receive good encouragement to develop competence in both Welsh and English. In KS1 and lower KS2, specific language lessons and the regular use of incidental Welsh across the curriculum enables pupils to develop their fluency in the language. Notices around the school further develop these skills. These detailed arrangements do not have a similar impact for older pupils in KS2.
119. The school's provision for Y Cwricwlwm Cymreig ensures that pupils have good opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales. They visit local places of interest, take part in folk dancing, and celebrate St David's Day. The school develops pupils' knowledge and understanding of the cultures of the world very effectively, particularly in music and art.
120. Topics contained in the schools' personal and social education programme, 'World of Work Day', visitors to the school and visits to local industrial and commercial sites provide opportunities to broaden and enrich pupils' work-related education. Links with local industry and businesses and the Education Business Partnership (EBP) are well established and effective. One teacher has recently undertaken industrial partnership placements and has used the experiences to enhance the curriculum. The school has thoughtfully appointed a work-related education co-ordinator to enhance this aspect of the curriculum.
121. The school has very high expectations of all its pupils and actively, positively and most enthusiastically promotes all aspects of equality. This is a very strong feature of the school. Stereotyping is continually challenged whenever it is identified. Policies for equal opportunity and racial equality are consistently and sensitively implemented, and fully meet statutory requirements. Every pupil is treated as an individual, is encouraged to participate fully in all activities, and no pupil is barred from any of them.
122. The school promotes sustainable development very well through a wide range of initiatives. There are many planned opportunities in the curriculum and in the personal and social education programme. Numerous excellent practical examples are clearly evident in the day-to-day life of the school. Teachers actively promote waste minimisation, recycling, composting and energy conservation. As a result, pupils develop a deeper understanding of, and exceptional commitment to sustainable development. The promotion of this aspect of pupils' learning is an outstanding feature of the school. The enthusiastic and determined efforts of the 'eco' and energy committees and the eco-warrior member of staff have resulted in the school achieving 'Green Flag' status.
123. The comprehensive policy on global citizenship is very well implemented. Pupils' understanding of global citizenship is developing very well, mainly through topics covered in lessons, for example geography, and whole school assemblies. The school is actively involved with the Healthy Schools

initiative and has reached the fourth level of it. Staff are sufficiently knowledgeable, experienced and motivated to successfully promote all aspects of sustainable development and global citizenship.

124. The development of pupils' entrepreneurial skills is an outstanding feature of the school. For example, these skills are developed in several initiatives including the 'Dynamo' project, which promotes pupils' understanding of commerce, the school council, the school's summer barbeque, and designing, making and selling numerous products.
125. Many aspects of the schools personal and social education programme help pupils' understand and appreciate the importance of adaptability, co-operation and flexibility. The wide range of after school clubs helps significantly to promote many aspects of community regeneration. This programme provides a very good foundation for lifelong learning. Pupils, parents and grandparents are actively and enthusiastically involved in supporting a range of charities.

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

Grade 1: Good with outstanding features

126. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
127. Pupils are particularly well cared for, guided and supported by dedicated staff. This is a very significant feature of the school.
128. Regardless of ability, gender or home background the school provides a very happy, welcoming, caring, secure and friendly environment for pupils to learn and play.
129. Parents' questionnaire responses indicate that nearly all are at least satisfied with the help and guidance provided for their children, with just under a half stating they strongly agree with this aspect. Pupils also feel that they are well cared for. The school plans and manages its care arrangements and support services exceptionally well. It quickly identifies and effectively reacts to individual pupils' needs and requirements, using its good links with external agencies and support services appropriately.
130. Excellent relationships and partnerships exist between pupils, staff, parents and the local community. The school operates an 'open door' policy and parents are invited to attend two parents' meetings per year. These meetings are well attended. Parents are also invited to attend a meeting organised by the parent governors to discuss any relevant matter or current issue. These meetings are an outstanding feature of the school.
131. Family learning courses are held frequently and are popular with many parents. The small and dedicated group of parents who form the Parent Teachers' Association organise and hold fund-raising and social events

throughout the year. A small number of parent volunteers regularly help in school every week.

132. Parents are kept well informed and their views are actively sought. A good home school agreement is in place. Overall, parental and community support for school events and activities is outstanding.
133. The positive ethos, the family atmosphere and the established induction arrangements for pupils help them settle into school life and routines quickly and happily. The 'moving up day' arrangements are effective and appreciated by pupils. A 'buddy' system helps the shy and more reserved pupils to settle into school.
134. The good links with the receiving high school and the newly-developed transfer arrangements for pupils moving from Y6 are effective. Pupils undertake curriculum link assignments as part of the process, including digital story telling. There is a very well established school council.
135. Members of the active school council fully understand the process of democratic secret ballots and their direct involvement in the school's governance. Their views are carefully considered.
136. Learning support assistants work very effectively to meet each pupil's particular needs and requirements. The exceptionally positive relationships between staff and pupils and the level of mutual trust enable the provision of high quality support and guidance.
137. The arrangements for the gifted and talented pupils, incorporating the production of Individual Action Plans (IAP's), are an outstanding feature of the school. Arrangements for homework are very good and provide opportunities for pupils to build on what they have learnt in school.
138. Health education related topics are contained in the school's comprehensive personal and social education programme, which is consistently followed across the school. The school makes extremely good use of available specialist services, when necessary.
139. Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. There are no significant or unexplained variations in attendance levels across the school or throughout the year. Parents are frequently advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is effective. Procedures for promptly following up lateness or unexplained absence are well established and very effective. The educational welfare officer (EWO) intervenes at a very early stage.
140. The recognition of positive behaviour is firmly embedded in the schools' ethos and culture. The school expects high standards of behaviour and does not tolerate inappropriate behaviour. Staff consistently implement the behaviour and anti-bullying policies. Pupils understand and adhere to school rules.

141. The school is very mindful of its responsibility for the health, welfare and well-being of pupils. Road safety immediately outside the school has greatly improved as a direct result of the schools' campaign to improve parking and traffic congestion at the start and end of the school day. Comprehensive and thorough risk assessments are completed appropriately. Pupils' own involvement with risk assessments helps to improve their further understanding of danger and risk taking. Five staff have received first aid training.
142. Both staff and pupils have an appropriate awareness of 'Health and Safety' requirements. Good procedures are in place to meet the needs of pupils who are unwell or who have suffered an injury whilst at school.
143. Pupils' extensive involvement in the 'Active Young People' and 'Dragon Sports' initiatives help them understand and appreciate the importance of regular exercise and eating healthily.
144. Child protection arrangements meet local guidelines and recommended good practices, with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Complaint and appeal procedures are in place.
145. The provision for pupils with SEN is outstanding, fully meeting statutory requirements. Pupils with SEN are identified at an early stage by the use of formal, meticulous assessments and also day-to-day knowledge of pupils' progress. Very effective measures are put into place to support their learning.
146. A wide range of relevant and effective teaching and learning strategies is very successfully used for those placed on the SEN register. They receive outstanding support. For example, very good use is made of assessment outcomes to provide relevant teaching, either in withdrawal groups or in-class support. Imaginative strategies fully involve pupils in understanding their targets for improvement and also the progress they are making towards them. This motivates pupils' learning extremely well. Great care is taken to ensure that pupils who are withdrawn from their classes do not miss out on any class activities.
147. IEP's produced for pupils on the SEN register are clearly presented with challenging but achievable targets and quantifiable outcomes. These plans are used effectively by teachers and teaching assistants to guide pupils' learning and follow their progress. There is first-class communication between responsible staff to make sure that provision is best matched to pupils' needs. This is most thoroughly and formally reviewed at least once a term for most pupils on the register of SEN and more frequently if there is a need.
148. All parents of children on the SEN register are invited to these reviews. This and other means keep parents exceptionally well informed. Overall, parents are very pleased with the progress their children make.

149. The school makes effective provision for the very small number of pupils who speak English as an additional language. All staff have received training in this area and receive effective specialist support where needed. The school has identified the more able and talented pupils and makes comprehensive provision for their needs.
150. The school has effective strategies for encouraging good behaviour. A whole-school approach based upon agreed principles is used. Individual targets are set for pupils who have emotional and behavioural needs and they are supported by skilled staff. Appropriate home/school links are developed for these pupils.
151. The school has a range of very effective, regularly reviewed, equality policies. Pupils from all social backgrounds, cultures and races are fully integrated and accepted without question and the school actively encourages pupils to take part in all that the school offers. All equality related policies meet statutory requirements.
152. The school constantly strives to ensure that pupils from all backgrounds, cultures and genders are given equal opportunity and actively encourages pupils to participate in the full range of activities available. Equality of opportunity is incorporated into all related school policies and schemes of work. The school is one of only two within the UA to achieve its Equality, Diversity and Achievement Award (Level 2). The school actively discourages pupils from making stereotypical decisions. The school has very high expectations in pupil relationships and these expectations are consistently achieved. Racial equality is included in the school's comprehensive personal and social education programme. During assemblies and in religious education lessons, the school actively and effectively promotes good race relations.
153. Measures to eliminate oppressive behaviour are outstanding. Any reported instances of bullying, which are very rare, are comprehensively recorded and are dealt with promptly and effectively, using the appropriate range of sanctions appropriately.
154. While there is not easy access for wheelchairs to all parts of the school, appropriate arrangements are made for any pupil, parent or visitor with disabilities. There are designated toilets for disabled pupils and visitors. All pupils with disabilities who attend the school are integrated effectively. The school has prepared a comprehensive three-year access plan and has taken all the steps to provide good access for the disabled.

Leadership and management

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

Grade 1: Good with outstanding features

155. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
156. The headteacher provides a very capable and inspirational lead to the school. She has had a major impact on the progress made by the school since her appointment five years ago. This has been achieved as a result of very thoughtful planning and careful staff recruitment. The headteacher sets very high expectations of all staff and very ably guides and encourages them in their professional development.
157. There is a very strong ethos of teamwork, shared values and commitment to each other and to the school. All staff are very conscious of their responsibilities, and for ensuring that all pupils have equal access to what is taught and make good progress in all aspects of their life in school.
158. A particular strength is the way in which all teaching staff review their own teaching very critically and strive to improve it. They are far from complacent. The senior management team provides a dynamic lead to the rest of the school and has rigorous procedures in place to review teaching and learning at first-hand. Subject co-ordinators work very closely with staff to plan and improve their areas of responsibility. Detailed evaluations are carried out on a structured basis, which lead to very well thought out action plans to drive up standards further. In the process, the school reviews the impact of initiatives already begun, such as the development of the skills-led curriculum.
159. There are very detailed arrangements in place to assess pupils' long-term progress, to identify under-achievement and to determine appropriate short-term targets for pupils to aim for. However, much of the data that the school collects is analysed in a time-consuming way. The school is in the early stages of utilising electronic means to help to complete these tasks more easily.
160. The school takes very careful account of national priorities and local initiatives. The school promotes successfully an awareness of healthy lifestyles and a healthy diet. There are very strong links with the local community. Pupils are successfully encouraged to be aware of ecological issues and of the need to protect and improve the environment. The school is effectively developing pupils' basic and key skills through a range of consistently applied teaching strategies. However, the development of older bilingual skills amongst older pupils in KS2 and their use of incidental Welsh is relatively weaker compared to very high standards achieved in the other key skills.

161. The school council and eco-committee are both very active and take their responsibilities very seriously. In the process, they are developing a good awareness of the democratic process. Preparations for the Foundation Phase and for the introduction of Curriculum 2008 are well advanced.
162. There are strong links with other schools in the area including the high school to which most pupils transfer and with other providers of education. There is an after-school club but no breakfast club.
163. The senior management team is very active. The deputy headteacher and senior teachers are positively encouraged by the headteacher to play a full part in decision-making. It thoroughly reviews the progress of detailed initiatives it is pursuing and contributes very well to determining accurately teachers' training needs. Links between this process and the school's well-established staff performance management arrangements are very effective. There are detailed and very well used arrangements to support newly qualified teachers and teachers who are new to the school.
164. The governing body is well led. The chair of governors provides a very well informed and thoughtful lead to other governors. All governors are actively involved in the life of the school and take considerable interest in what it achieves. Relationships between the governing body and staff are very positive. Individual governors regularly visit the school to meet with individual subject co-ordinators and to form an overview of the progress being made. There is a close and effective relationship between the professional leadership of the school and the governing body, who properly and constructively hold the senior management team to account. They have played a critical role in ensuring that the teaching and support staff discharge their duties to a very high standard.
165. The financial management of the school is well organised and effective. It is accurately focused on the longer-term needs of the school and in providing the means of addressing them. The governing body meets all of its statutory duties.

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

Grade 1: Good with outstanding features

166. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
167. There are very rigorous and extensive procedures in place to gather information about the performance of the school based upon a very wide range of data. A particularly strong feature is the way in which the headteacher, senior management team and subject co-ordinators are very well informed about the performance of their areas of responsibility. They carry out very detailed self-evaluations to judge the impact of what they have done against what was intended.

168. Teachers carefully and regularly measure pupils' progress and predict future achievements. They effectively encourage pupils to take part in the process so that their views and aspirations are also considered. There is a very well established practice of evaluating the performance data from national and other reliable assessments to identify strengths and areas for improvement, as well as to recognise trends over time.
169. Staff, governors, parents, pupils and the UA are very much involved in the self-evaluation process. A particularly outstanding feature in this is the way pupils' views are collected and evaluated. As part of a 'listening to learners' initiative, the school seeks the views of pupils through questionnaires, learning diaries, topic evaluations, interviews and through specific questioning at the end of lessons. All stakeholders have responded to questionnaires about their perceptions of the school. All of this information is carefully analysed and discussed.
170. The self-evaluation document is very well-organised and is set out systematically. It provides a very detailed and accurate picture of the school's strengths and areas for development. It is closely linked to the SIP, which sets out priorities for improvement logically and with the necessary information to judge success. The initiatives in it are carefully costed and tracked in order to judge whether the intentions have been met, and that spending has produced good value for money.
171. The school's improvement process is also closely linked to its staff performance management programme. This arrangement is a key factor in explaining the high rate of progress in recent years. Teachers and subject leaders contribute significantly to determining what their needs are, and the targets for themselves and for others.
172. The inspection team agrees with the school's identification of its strengths and areas for development. It also agrees with the judgements made by the school in its self-evaluation in each of the seven key questions.
173. Since the last inspection in the summer term 2002, the school has made outstanding progress in addressing the considerable number of key issues from that inspection. Standards have improved in all of the subjects where there were shortcomings, although there is still work to do to raise standards further in Welsh as a second language to those found in other subjects. However, standards are higher now than they were in both key stages. In history, standards have improved considerably. Where standards were previously high, they have been maintained.
174. Detailed and rigorous assessment, recording and reporting is now a strength of the school and is used very effectively in all subjects. The roles of subject co-ordinators and of senior staff have been extended and developed so that the school now has high quality leadership, which is very effective. There are now detailed, easily understood and very well used IEP's for pupils with statements of SEN. Teaching is consistently of a very high quality and is now a major strength of the school. The quality of teaching is well above the

expectations set out for primary schools in Wales. The health and safety issues identified in the previous report have been thoroughly addressed.

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

Grade 1: Good with outstanding features

175. The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
176. The way in which staff are respected, valued and developed both personally and professionally is a particularly outstanding feature of the work of the school. As a result, it is a very happy and productive place to work and to learn.
177. There are sufficient qualified specialist and experienced teaching and non-teaching staff to meet the needs of the school. Staff are particularly highly qualified.
178. The school has an outstanding commitment to continuing professional development. Many teachers on the staff have high levels of expertise, which have a considerable impact on pupils' standards of achievement. The school builds its own capacity for development through partnered training and paired observation of others teaching. Teaching assistants are very well qualified and skilled, not only in supporting learning and delivering intervention programmes, but also in specific areas such as autism, dyslexia and raising pupils' self-esteem. Appraisal and performance management systems are effective in identifying and meeting the future development needs of all staff.
179. Teaching staff and classroom assistants work very co-operatively together. They are deployed in well-organised teams, sharing planning and the preparation of lessons and communicating clearly, efficiently and effectively with colleagues.
180. Arrangements to provide teachers with time during the taught week to plan, prepare and assess pupils' work are very well managed and are helping to maintain high standards.
181. Management responsibilities are appropriately allocated and workforce remodelling has been put into effect well, for example, in restructuring the senior management team. Subject co-ordinators work closely with their assistants in order to provide an increased and very effective level of advice and support for colleagues. Newly qualified teachers and staff new to the school are very well supported and mentored. Thoughtful staffing appointments are made to ensure that there is expertise in all areas of learning.
182. The accommodation is suitable for the number of pupils on roll. Classrooms in the main building are light, well-decorated and demountable classrooms are made as attractive and pleasant as possible. Displays in classrooms and

corridors enhance the indoor environment, stimulate learning and celebrate pupils' work. However, Reception classrooms are small and, while children have supervised access to outdoor play areas, currently they cannot use them independently.

183. The school has an attractive setting and extensive grounds, which are very well used to benefit pupils. Pupils in KS1 and KS2 are made very aware of the natural beauty that surrounds them through regular opportunities to study out of doors. The caretaker and cleaning staff ensure that the building is kept clean, tidy and hygienic and that the grounds are well maintained.
184. The school has made excellent progress over the last few years in moving from a precarious financial situation to a healthy budget. Reserves are kept within recommended levels and priorities for spending are closely linked to the SIP. Staff evaluate spending and bid for funding for their particular subjects. Subject leaders ensure that high quality resources enhance learning and impact positively on standards.
185. The finance committee meets regularly. The headteacher and governing body make very efficient and effective use of available money through careful budgeting and proactively seeking extra funding from various sources. The school has established productive links with a considerable number of business and community contacts that are able to support the school financially or in kind. The school also works hard to reduce costs, particularly energy costs, through the activities of the energy committee.
186. There is a plentiful supply of good quality learning resources, which are used imaginatively to provide pupils with interest and enjoyment in learning. Of particular note is the way in which the school uses information technology teaching purposefully to stimulate and engage pupils in learning. For example, video footage of the work of teachers and pupils in other classes is used skilfully to share expertise and stimulate ideas.
187. The school administration staff ensure the smooth, friendly and efficient day to day running of the school. Visitors are warmly welcomed.
188. Bearing in mind the high standards pupils achieve and the outstanding quality of education provided, the school gives very good value for money.

Standards achieved in subjects and areas of learning

Welsh 2nd Language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

189. Pupils in KS1 read a new book from the interactive whiteboard alongside their teacher. The standard of their pronunciation is good. They confidently

use role-play to reinforce positional language. More able pupils use the negative form of the verb as well as the positive. They sing a song with enthusiasm associated with the topic 'The Sea'.

190. The majority of Y2 pupils use the correct positional language within sentences about 'The Sea'. They work in pairs to ask and answer questions about the topic. They confidently take part in role-play. They read simple sentences from a 'Big Book' alongside their teacher and understand their meaning. Their pronunciation is good. Most pupils understand and use vocabulary about the weather. More able pupils draw an appropriate picture and, using a simple writing frame, write a short conversation about the weather.
191. Nearly all Y3 pupils successfully ask and answer questions about themselves and about their 'Big Book'. They give a statement about their partner in the third person. A significant number of pupils use two sentences. They successfully join two separate sentences together. More able pupils write a short letter using the sentence structure and vocabulary they have learnt.
192. In Y4, a majority of pupils competently answer questions about the author and characters in the 'Big Book' they are reading. They read with correct pronunciation. They confidently write three sentences about themselves and three sentences in the third person about a character in the book. They spell frequently used words very well. They know and use the format for writing a letter.
193. In Y5 and Y6, a minority of pupils read alongside the teacher with correct pronunciation. They write two sentences about the main character in the story and extend this by adding adjectives to them.

Shortcomings

194. Most older pupils in KS2 are reluctant to take part in conversations in Welsh. They have a limited knowledge of basic sentence patterns. Their recall of the past tense is limited.
195. Many older KS2 pupils' reading skills in Welsh are weak.
196. Within KS2, a minority of older pupils do not write in Welsh in extended tasks or use compound sentences competently.

Mathematics

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

197. In both key stages, nearly all pupils respond very quickly and enthusiastically to mental challenges and recall facts about numbers very well. They use mathematical terms very confidently and know what they mean. Younger

pupils in KS1 know that multiplication is a form of repeated addition. They count accurately within 100. They order numbers in different ways. They employ and explain different strategies in order to solve a number problem.

198. Within KS1, nearly all pupils recognise fractions of shapes and draw symmetrical patterns accurately. They use non-standard measures to calculate capacity and calibrate a litre bottle using them. They tell the time to five minutes quickly and accurately. Within KS2, many younger pupils make very good progress in using calculation. They quickly make chains of numbers. They recognise multiples and use that information to sort numbers accurately. Nearly all older pupils in KS2 know how to calculate accurately with positive and negative numbers. They use co-ordinates very well to rotate shapes in different directions and to recognise matching shapes readily. They explain clearly where the origin of a grid is to be found.
199. Within KS2, pupils recognise prime numbers and carry out a series of predictions to identify longer number patterns involving them successfully.
200. Nearly all older pupils in KS2 use approximations of large numbers very well when carrying out calculations. They estimate very sensibly when solving problems. They recognise and explain in detail the properties of a very wide range of two and three-dimensional shapes. Nearly all explain how to calculate the angles of an equilateral triangle and recognise that opposite angles in a parallelogram are the same. They measure angles accurately using a protractor. They calculate the perimeter and areas of regular shapes accurately.
201. Across both key stages, all pupils construct a wide range of different types of graphs to express information they collect. For example, following a survey to find favourite jams, those in KS1 draw neat and accurate tally charts and pictograms of their results. Within KS2, all pupils construct detailed frequency tables and line graphs, for example, when studying daily temperature changes. They interpret and draw sensible conclusions correctly and accurately from their work.

History

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

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

202. In KS1, most pupils are aware of differences in the past and present and have a good understanding about homes in the past. They accurately name the Victorian household artefacts on display in school and have a good understanding of what life was like in Wales in the past.
203. Many pupils in KS1 recognise why people did things, why events happened and what happened as a result. They recall the story of Mary Seacole, a nurse in the Crimean War, and show good understanding of the differences in the life of a nurse at that time and today. They use appropriate historical

vocabulary, and give sensible reasons why they think life was different and how they can find out about the past.

204. In KS1, many pupils sensibly pose a number of worthwhile questions about Laura Ashley. They use selected pages from the Internet and from reference books to answer questions about her within their topic on the History of Fashion.
205. In Y3 and Y4, all pupils show very good understanding that the Celts and Romans had different views of the same events. They write a diary account of the life of Julius Caesar. They describe Roman life, accurately based on their visit to the Roman remains and museum at Caerleon. All use a variety of sources including the Internet to further their knowledge successfully. They know that artefacts tell us about the way people lived and categorise them according to their importance to archaeologists.
206. All older pupils in KS2 confidently identify different ways in which the past is represented and interpreted and suggest reasons for these. They discuss the similarities and differences between a map of Monmouthshire at the end of the eighteenth century and a modern map of the same area, noting many differences and changes that have occurred. All have a very good knowledge of the main features of living in Wales in the nineteenth century and offer sensible reasons why changes and events took place.
207. Nearly all pupils in KS2 know about the major events in World War Two. They know from interviews with people who were alive at the time about the impact of rationing, and the hardships and dangers for ordinary people as they went about their lives.
208. Within KS2, many pupils use a variety of materials and other reliable sources to find out information for themselves. They distinguish accurately between fact and opinion, for example when studying the evacuation of children from London. They very thoughtfully discuss and answer set questions about the perils of non-evacuation. They sensibly record the benefits of the evacuation programme. All pupils have a strong sense of empathy with children of that period. They know and have a clear understanding of propaganda. They recognise a biased viewpoint and understand that they need several sources of historical evidence to get a rounded point of view. This is an outstanding feature. They very successfully use persuasive language to influence others in their debate on this subject.

Shortcomings

209. There are no important shortcomings.

Geography

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

210. In KS1, all pupils have a very clear understanding of their routes to school and record, in detailed plans, how they travel to school and the places they pass. They use simple symbols to indicate specific physical and other features along their way.
211. All older pupils in KS1 compare the natural features of their own area with Moel Fanner in North Wales. They compile an attractive simple tourist guide for that area. Older pupils in KS2 develop their mapping skills well. They neatly draw simple plans of their bedrooms, locating furniture and light fittings carefully. They have a growing awareness of their own location in Newport and of places in the rest of Wales, including Llandudno and many other places beginning with the prefix 'Llan'. They have a good understanding of the main points of the compass and know, for example, that 'sitting in my chair' I am facing north.
212. Across KS1, all pupils have a very good understanding of how to look after their environment. They visit Cwmcarn Forest and carefully study in detail how different habitats support different life forms. They learn to respect and take care of the countryside. They make detailed comparisons with the natural features in other countries, such as with an area in India close to Calcutta. They follow the life of Shampa as she goes to school in India. All know the names of her favourite foods and about her clothes. They carry out money calculations using Rupees.
213. All younger pupils in KS2 have a very good understanding of Wales as part of the wider world community. They compare life in Langstone with that in Kenya and put together well thought out questions in order to elicit information they will need. They compare objects used in rural Kenya and compare them to those used in their own homes thoughtfully. They study the lifestyle of Abu, a young Kenyan, and compare it in detail with their own. All empathise with life in Kenya and see some similarities but many differences in the everyday objects used in Kenyan homes.
214. Within KS2, all older pupils recognise that the location of towns in the Usk Valley occurred not by chance but as a result of different reasons. Often these relate to the ease in which the River Usk could be crossed. They record accurately and identify the different geographical features of the river as it changes in its journey to the sea at Newport. They visit Cardiff and carefully compare their own area with Cardiff Bay. They recognise that the economic regeneration of Cardiff Bay is an important factor in encouraging people to want to live and work there. All record their findings and the journeys they made very clearly.

215. All older pupils in KS2 compare life in the village of Tocuaro in Mexico in detail with life in the capital, Mexico City. They very carefully consider photographic evidence to identify the specific physical and human features, which are found in each of those locations. All reason very sensibly and record very well why they place these photographs into specific places.

Design technology

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

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

Good features

216. In KS1 and KS2, many pupils skilfully design and make a broad range of products for different purposes in their lessons. They carefully plan and prepare food and use control technology appropriate to their ages.
217. All pupils in Y3 construct a moving monster controlled by compressed air and a torch with a switch. They investigate the benefits of different types of batteries for different purposes. All pupils accurately mix the correct amount of flour and water to make a stiff paste for their dye resist work. They skilfully control a syringe when applying paste to their design, following the lines with a steady hand.
218. All pupils of all ages research existing products, carrying out increasingly more sophisticated product analyses to help them make decisions about their designs. They carefully plan their ideas, often working co-operatively with others. They evaluate their work critically.
219. Nearly all pupils in KS1 use recycled materials imaginatively to create vehicles. They make axles and attach them securely using a variety of joining methods.
220. In Y2, all pupils study a range of puppets and consider the ways in which the different types are made. They carefully draw their ideas for several different puppets, choosing from a range of materials. Pupils select their favourite design from those they have drawn and label it carefully, indicating their choice of base fabric, trimming and decorations and joining methods.
221. All Y6 pupils carefully follow instructions for making nightlights. They handle glue guns and saws with increasing confidence and skill. Pupils know the importance of working accurately when they measure and cut. They successfully write programs and use control mechanisms to open and close model bridges they have made.

Shortcomings

222. A minority of pupils in KS1 and KS2 are too reliant on the ideas of others when designing products and choosing the materials to use to make them.

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

- 223. In KS1 and KS2, many pupils have a good knowledge and understanding of the work of famous artists and craft workers. All pupils closely examine techniques that artists have used and attempt to replicate these in their own work, for example, when they use charcoal and chalk to create similar effects to Nicholas Evans or design teapots in the style of Claris Cliff.
- 224. Nearly all pupils use a good range of techniques when working in two and three-dimensions. For example, they create very interesting textile designs and collages.
- 225. Many pupils in Y2 competently create their own Rangoli pattern printing blocks and skilfully use them to print on to material using fabric paint. They adeptly use rollers to distribute the optimum amount of paint and place their tiles very carefully. Nearly all pupils make effective connections between this work and their understanding of work in the Indian textile factory they have studied in geography.
- 226. All pupils in Y3 and Y4 know about the different types of community sculptures found in Britain today, using photographs and the Internet. They competently draw their own designs for a sculpture using recycled materials.
- 227. All work collaboratively with each other to create a large structure based on their shared ideas. All experiment enthusiastically with a range of methods for successfully joining and securing their component parts.
- 228. All pupils in Y5 and Y6 closely examine pictures and images of Mexican masks as well as some first hand examples, in order to gather ideas for making masks from plaster. They handle unfamiliar materials skilfully to create these masks from a base mould, giving them interesting texture.

Shortcomings

- 229. Many older KS2 pupils do not make sufficient use of preparatory sketches for their drawings and paintings or experiment independently with different painting techniques.

School's response to the inspection

The school would like to thank the inspection team for the professional, personable way in which they conducted the inspection.

The inspection findings recognise that the school has made very good progress since the last inspection. Furthermore, the school has made outstanding progress in addressing the key issues from the last inspection. We are pleased that the school has been recognised for the outstanding opportunities and quality of provision it offers pupils and has attained the highest possible grades in each of the seven key questions. This supports the schools' own self-evaluation.

We are pleased that the inspectors found that relationships between all stakeholders and particularly between pupils and staff are outstanding. In addition, the care and support systems we have in place and that underpin our curricular provision are recognised as outstanding. The team dynamic, skills, talent, quest for continuous improvement and the maintaining of high standards have been duly acknowledged. The dedication of all staff and their continuous professional development is highlighted as a strength. The schools' development of key and basic skills throughout the curriculum has been recognised as a significant strength. Comparative data clearly identifies how the school performs highly when compared to like schools across the UA and Wales. This is detailed within the report. Most importantly, the report confirms that Langstone Primary School is a happy and secure place in which pupils thrive.

The school has already placed an order for the building of an outdoor classroom adjacent to Class 1. This will be completed in the autumn term 2008.

The school has consulted with the UA and met with the head of the UA's ICT team and they will receive training on Assessment Management using ICT in 2008-9.

To improve standards in Welsh and bilingualism, a series of team meetings in September will develop an action plan for all staff, but particularly those in KS2. In addition to this, the school has appointed a Welsh speaker as a new teacher to take up post in September 2008. He will work with KS2 staff to raise standards in Welsh as a second language and bilingualism.

The Post Inspection Plan will be incorporated into the School Improvement Plan 2008-9 and progress will be reported termly to governors. Such progress will also be reported in the Governors' Annual Report to Parents.

Appendix 1

Basic information about the school

Name of school	Langstone Primary School
School type	Community
Age-range of pupils	4 – 11
Address of school	Old Roman Road Langstone Newport
Postcode	NP18 2JU
Telephone number	01633 412200

Headteacher	Mrs Beverley Cole
Date of appointment	1 st September 2003
Chair of governors/ Appropriate authority	Mr David Atwell
Registered inspector	Mr Peter Mathias
Dates of inspection	2 nd – 5 th June 2008

Appendix 2

School data and indicators

Number of pupils in each year group								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	39	39	49	40	46	43	40	296

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1	12.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.13:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Summer 2007	94.3	94.5
Autumn 2007	95.7	96.2
Spring 2007	94.6	95.5

Percentage of pupils entitled to free school meals	2
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:				37
Percentage of pupils at each level							
			W	1	2	3	
English:	Teacher assessment	School	0	0	51	49	
		National	3	13	63	20	
En: reading	Teacher assessment	School	0	0	46	54	
		National	4	14	55	27	
En: writing	Teacher assessment	School	0	0	59	41	
		National	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	56	44	
		National	2	10	63	24	
Mathematics	Teacher assessment	School	0	0	51	49	
		National	2	10	64	23	
Science	Teacher assessment	School	0	0	44	56	
		National	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	100	In Wales	80

W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6					39
Percentage of pupils at each level								
		N	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	3	23	74
		National	1	1	4	16	48	30
Mathematics	Teacher Assessment	School	0	0	0	3	26	71
		National	1	1	3	14	48	33
Science	Teacher Assessment	School	0	0	0	0	13	87
		National	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
In the school	94.8	In the school	N/A
In Wales	74	In Wales	N/A

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of four inspectors, who were present in the school for 11 inspector days, carried out the inspection with a peer assessor and a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Seventy-three questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Fifty-two lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading from each year group.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices Mathematics Geography
Mr Kerry Jones (Lay Inspector)	Contributions to Key Questions 1, 3, & 4
Mrs Helen Smith (Team Inspector)	Contributions to Key Questions 3, 4 & 7 Special educational needs Welsh as Second Language History
Mrs Jan Marsden (Team Inspector)	Contributions to Key Questions 2 & 7 Design technology Art
Mrs Beverley Cole (Headteacher/Nominee)	Contributions to all Key Questions
Mrs Sarah Evans (Peer Assessor)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

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