

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

A Report on the Quality of Education in

**Llanmartin Primary School
Waltwood Road
Newport
NP18 2HB**

School Number: 6802224

Date of Inspection: 30/03/09

by

**Peter Mathias
78829**

Date of Publication: 05/06/09

Under Estyn contract number: 1115308

© Queens Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Llanmartin 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 Llanmartin Primary School took place between 30/03/09 and 01/04/09. An independent team of 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

Content	Page
Context	6
Summary	8
Recommendations	14
Standards	15
Key Question 1: How well do learners achieve?	15
The quality of education and training	19
Key Question 2: How effective are teaching, training and assessment?	19
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	21
Key Question 4: How well are learners cared for, guided and supported?	24
Leadership and management	27
Key Question 5: How effective are leadership and strategic management?	27
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	28
Key Question 7: How efficient are leaders and managers in using resources?	29
Standards achieved in subjects and areas of learning	31
English	31
Welsh second language	32
Design and technology	33
Geography	34
Music	35
Religious education	36
School's response to the inspection	37
Appendices	
1 Basic information about the school	38
2 School data and indicators	38
3 National Curriculum assessments results	39
4 Evidence base of the inspection	40
5 Composition and responsibilities of the inspection team	41

Context

The nature of the provider

- 1 Llanmartin Primary School is situated in the Underwood area of Llanmartin which is about five miles from Newport, which is also the Local Authority (LA). Most pupils come from the local area which is neither prosperous nor economically disadvantaged.
- 2 The school provides for children between the ages of three and eleven. There are 12.5 full-time equivalent nursery children who attend on a part-time basis and 172 full-time pupils on roll from reception to Year 6 (Y6) making an overall total of 184.5 full-time equivalent pupils. The school roll has fallen slightly in recent years.
- 3 The majority of children enter the nursery with below the expected levels of basic skills and experiences for their age. About 99% of pupils come from English speaking homes. One percent of pupils have other home languages. No pupil speaks Welsh as a first language. One pupil has support in English as an additional language (EAL). There is a Learning Centre for pupils with severe special educational needs (SEN) from the eastern side of Newport. Seventeen pupils attend this facility which caters for pupils in KS1 and KS2.
- 4 The school reports that about 17% of pupils are eligible for free school meals, which is below the LA average of 21.2% and close to the all-Wales average of 17.5%.
- 5 Ten boys and three girls have statements of SEN and 23 other pupils are identified as having some degree of SEN. No pupil is disapplied from the national curriculum (NC). One pupil is looked after by the LA. Two boys in KS2 were excluded in the previous school year.
- 6 The school was last inspected in the spring term 2003 when the previous headteacher was in post. The current headteacher took up her post in September 2006. During this inspection the deputy headteacher was absent and his teaching responsibilities were taken on by a temporary supply teacher.
- 7 A new Foundation Phase facility was opened at the beginning of this term.
- 8 The school holds the Basic Skills Quality Mark, Healthy Schools, The Eco-Schools Award, Green Flag status and Investors in People.
- 9 The school's vision statement is, "Small Steps to a Big Future."
- 10 The school's aims are wide and appropriate.

The school's priorities and targets
--

- 11 The school's priorities and targets for 2008/2009 are to :
- raise standards in literacy, numeracy and information communications technology (ICT);
 - implement the Foundation Phase and Curriculum 2008;
 - raise levels of attendance;
 - strengthen the school's inclusion policy and practices;
 - develop pupils' personal and social education;
 - strengthen links with the governing body; and
 - develop further the school grounds.

Summary

- 12 Llanmartin Primary School provides a good education for all of its pupils. A particular strength is its provision for those who attend the Learning Centre for pupils with severe educational needs. The headteacher gives a good lead and has a clear sense of purpose. The school has made reasonable progress since its last inspection in March 2003.

Table of grades awarded

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

- 13 The inspection team agreed with all of the seven judgements about the school in the seven key questions and about the standards pupils achieve and the other areas of its work.

Standards

- 14 Overall standards of achievement in the subjects and areas of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	82%	4%	0%	0%

- 15 These figures are higher than those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2007/2008 (Primary) where standards were good or better in 84% of lessons and outstanding in 10%. In this inspection 96% were good or better with 14% having outstanding features.
- 16 The overall quality of educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

- 17 Many children begin school with below the expected levels of basic skills. They make good progress and are well prepared for the next stage of their education although progress in KS2 is somewhat uneven. A particularly strong feature is the progress made by pupils who attend the SEN Learning Centre and that of pupils who receive support in EAL.

Grades for standards in subjects inspected

Inspection Area	N	R	KS1	KS2
English	N/A	N/A	2	2
Welsh 2 nd language	N/A	N/A	2	2
Design technology	N/A	N/A	2	3
Geography	N/A	N/A	2	2
Music	N/A	N/A	1	1
Religious education	N/A	N/A	2	2

- 18 In the end of KS1 national teacher assessments for seven year olds in 2008, starting from a low base, the progress of pupils attaining at least the expected level (Level 2) in English, mathematics and science was above the LA and national averages as was the proportion of pupils reaching the higher level (Level 3). In these assessments girls out-performed boys which was a reverse of the results in 2007. The KS1 results in 2008 were significantly higher than in recent years.
- 19 In the end of KS2 national teacher assessments for eleven year olds in 2008, the proportion of pupils attained at least the expected level (Level 4) in English, mathematics and science was above the LA and national averages. The proportion of pupils reaching the higher level (Level 5) was above local and national averages in science but below these averages in English and mathematics. In these assessments girls attained better than boys which is the same as in 2007. The KS2 results in 2008 were about the same as in previous years. The school exceeded the targets it had agreed with the LA.
- 20 When the KS1 results are compared to schools considered to have a similar proportion of pupils eligible for free school meals, the school performed well above these schools in English and mathematics and above in science. The combined results were above most of the similar schools. The KS2 results were below those similar schools in English, mathematics and science. The combined results at KS2 however were in line with those similar schools.
- 21 Care should be taken when considering these results. In 2008 the group of 30 KS2 pupils who were assessed contained pupils with severe learning difficulties who attended the Learning Centre and a further three who had statements of SEN; of these some began in the Learning Centre. When the results of the Learning Centre pupils are discounted, the school's results were above most similar schools in all three subjects and when these results were combined.
- 22 Overall, pupils' standards and progress in the key skills have good features which outweigh shortcomings.

- 23 Across the school standards in communication in English are good in speaking, listening and reading. In the early years reading skills are very well developed. In KS1 and KS2 pupils' writing skills in other subjects are limited and they do not take sufficient care in presenting their work neatly.
- 24 Standards and progress in communication in Welsh are good although writing skills in Welsh in KS1 and KS2 have some shortcomings. Pupils' ability to use English and Welsh together in their lessons and in their day-to-day lives in school has some shortcomings. Most have too few opportunities to learn how to use Welsh and English in these ways and to increase their bilingual competence. Pupils' understanding of their Welsh culture and heritage is good. Across the school all pupils have a good understanding for their different ages of the art, music, drama, dance and literature of Wales.
- 25 The application of pupils' mathematical skills is good. In the early years children make good progress in their play when they use different means to weigh and measure. In science and geography pupils in KS1 and KS2 use their mathematical skills well to collect and interpret data. In design technology they measure accurately.
- 26 Pupils' standards in the application of ICT have good features which outweigh shortcomings. In the early years children know how to use the mouse confidently and accurately to negotiate their way through simple programs. However, in KS1 and KS2 pupils do not apply the skills they have learnt consistently and meaningfully in other subjects.
- 27 Pupils' problem-solving skills have good features but also some shortcomings. While children in the early years show a growing interest in solving practical problems, these skills are not sufficiently built upon in KS1 and KS2. Few pupils confidently experiment logically and test out ideas to find solutions for themselves. They rarely have to think things out for themselves or find alternative solutions.
- 28 Across the school pupils have good personal and social skills and show positive attitudes to each other and to all adults. They work willingly with others. This is a particular strength in the early years and in KS1.
- 29 Pupils' creative skills are good. They experiment freely with a wide range of material and media. However, in KS1 and KS2 pupils' understanding of what they need to do to improve their own learning and performance has some shortcomings. In KS1 and KS2 while pupils are aware of their long-term targets they are less conscious of what they need to do in the shorter term. This is because they are not consistently encouraged to recognise the small, achievable steps they need to make in order to improve.
- 30 Nearly all pupils in the early years and across the rest of the school have positive attitudes to learning. They are interested in their work and co-operate willingly

with each other. Relationships are good and nearly all pupils behave well. Older pupils have mature attitudes and take on responsibilities readily. They discharge them conscientiously.

- 31 Attendance at 93.2% is above the LA and national averages. Nearly all pupils arrive punctually at the start of the day and lessons begin on time.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	83%	2%	0%	0%

- 32 These figures are above those reported in HMCI's Annual Report 2007/2008 (Primary) where the quality of teaching was good or better (Grade 1 and Grade 2) in 83% of lessons.
- 33 In the early years, teachers plan and organise very successfully a good range of appropriate and stimulating learning experiences. Children benefit substantially from the effective working relationships which exist between teachers and their assistants.
- 34 In the best lessons which are found in the early years, the Learning Centre and in KS1, the outstanding features included: -
- careful planning to ensure that lessons are taught systematically;
 - thoughtful inclusion of pupils with EAL and all those with SEN including those pupils who are part of the Learning Centre;
 - high expectations of what pupils should achieve;
 - very stimulating and innovative activities which catch and hold children's attention;
 - very good examples to follow;
 - very positive relationships between adults, children and pupils in which effort and success is warmly acknowledged; and
 - very successful strategies to foster children's skills in finding things out for themselves.
- 35 In lessons where teaching had some shortcomings, these were:
- tasks lacking sufficient challenge for the most able;
 - time was not well used; opportunities were missed to develop pupils' bilingual skills their skills in ICT and their knowledge and understanding of what they as individual pupils needed to do to improve their own learning.

- 36 Arrangements for assessment and its use in planning and improving learning are Grade 2 and meet statutory requirements. The process of assessment is detailed and extensive. The information is very well used to assess the progress pupils are making. The process of assessment is accurate and consistent. There are good arrangements in place to agree standards pupils achieve both within the school and with other nearby schools including the local secondary school, particularly in English, mathematics and science. Reports to parents are detailed and meet statutory requirements. However, they do not always indicate how the pupil could improve.
- 37 The curriculum meets all legal requirements of the NC and the locally agreed syllabus in religious education. The curriculum for KS1 and KS2 is broad, balanced and logically planned. It is accessible to all pupils including those with SEN and for those whom English is not their first language.
- 38 Provision for pupils' spiritual, social and cultural development is Grade 2. Acts of collective worship meet legal requirements and are of a broadly Christian nature. Pupils are given good opportunities to reflect upon important issues in their daily lives. Arrangements to promote pupils' moral and social development are good. Pupils have a good understanding of right and wrong because moral values are heavily emphasised in their personal and social education curriculum.
- 39 There are good opportunities for pupils to show social responsibility and to develop a sense of community. Provision for cultural development is good. Y Cwricwlwm Cymreig is well planned. There are good opportunities for all pupils to understand about life in other countries and to respect each others' faiths and cultures.
- 40 All pupils are very aware of the importance of conserving resources and of being responsible citizens of the world. The provision to promote education for sustainable development is an outstanding feature of the curriculum which the school provides. Nearly all pupils have a good understanding of how commerce and business works.
- 41 Pupils are well cared for, guided and supported. The school has extensive arrangements to ensure pupils well being. The school has good links with parents and outside agencies. The quality of support for pupils with EAL and for those with SEN is of a very high quality. A particular strength is the very effective provision and support available for pupils who attend the Learning Centre
- 42 The school council is well established and is making all pupils aware of the democratic process. All pupils, including those who have EAL and those who attend the Learning Centre have the same opportunities to be included as far as possible in all school activities.
- 43 The school effectively discourages the stereotyping of individuals and cultures. Child protection arrangements meet local guidelines and recommended good

practice. There are rigorous arrangements to review attendance, punctuality, behaviour and performance. A detailed survey of the school site has been undertaken to review accessibility for those with physical disabilities. A comprehensive action plan is in place.

Leadership and management

- 44 The headteacher has a clear sense of purpose and a strong vision for the future of the school. She leads the school very conscientiously. There are high expectations of all staff to work together as a cohesive team and to provide the best education they can for all of their pupils. The roles of subject co-ordinators are well established and those with responsibility for English, mathematics and science and for the Foundation Phase have been particularly effective in helping to raise standards, most notably in KS1.
- 45 The school takes careful note of national priorities and local initiatives. However, the development of pupils' bilingual skills is uneven and pupils do not use their knowledge of Welsh regularly in a range of settings. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effectively organised, managed and well used.
- 46 The governing body meets all of its statutory duties and the governing body actively supports the work of the school. However, the governing body does not evaluate sufficiently the outcomes of initiatives which have been agreed. It does not have effective procedures in place to take appropriate action with the headteacher to ensure that weaknesses in important areas, which remain, are quickly and effectively addressed.
- 47 The school's finances are carefully managed and they are well focused on the educational needs of the school, the school's performance management system and the school development plan (SDP).
- 48 The process of self-evaluation is firmly based on the analysis of first-hand evidence. It has been carried out systematically. The views of all staff, the governing body, pupils and parents have been considered. It is well-constructed and closely linked to the SDP and to the school's performance arrangements. The document is sufficiently detailed and broadly accurate.
- 49 Day-to-day administration is efficient and effectively ensures that the school runs smoothly. The school grounds are very extensive and provide a rich environment for learning. There are many colourful displays of pupils' work around the school which help to celebrate pupils' achievements and to set a very positive ethos for teaching and learning. The buildings are well cared for and maintained. The school is well resourced. Resources are readily available and well used. They are of a good quality and quantity to support learning.
- 50 Bearing in mind the overall quality of education provided and the progress pupils make, often from low starting points, the school gives good value for money.

Recommendations

- 51 In order to improve the school in the areas inspected, the staff and governing body need to: -
- R1.** raise standards in design technology at KS2;
 - R2.** raise standards in pupils' writing skills in English across the curriculum and extend the opportunities for pupils to utilise their bilingual skills more in their lessons and in their day-to-day lives in school;
 - R3.** raise standards in pupils' application of their ICT skills and their problem-solving skills across the curriculum;
 - R4.** make pupils more consistently aware of the small steps they need to take to improve their own learning; and
 - R5.** strengthen procedures for the governing body and headteacher to evaluate constructively the outcomes of the key initiatives which have been agreed and take appropriate action to address areas in which weaknesses remain.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 52 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 53 In the 2008 national teacher assessments for seven year olds, starting often from a below expected base, the proportion of pupils attaining the expected level (Level 2) in English was above the LA and national averages as they were in mathematics and science. When these results were combined, they were also above the LA and national averages. The proportion of pupils reaching the higher level (Level 3) was above these averages. In these assessments girls out-performed boys which is a reverse of the pattern in 2007.
- 54 In the 2008 national assessments for eleven year olds, the proportion of pupils attaining at least the expected level (Level 4) in English, mathematics and science was below LA and close to the national averages. The proportion of pupils reaching the higher level (Level 5) was above local and national averages in science but below in English and mathematics. In these assessments girls attained better than boys which is the same as in 2007. At KS1 results in 2008 were significantly higher than in recent years. Since 2005 there has been a very positive trend of improvement. Compared to results at the end of KS2 over the last five years, the school performed about the same as it has done previously. In 2008 the school exceeded the targets it had agreed with the LA.
- 55 When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals, seven year old pupils in 2008 attained well above those similar schools in English and mathematics and above in science. The combined results were well above those similar schools. In 2008 the individual subject results for eleven year olds were above those similar schools in English, mathematics and science. However, the combined results were in line with those schools.
- 56 Care should be taken when considering these results, particularly in KS2, where in 2008 some pupils who were assessed attended the Learning Centre for SEN pupils with severe learning difficulties and some pupils in the rest of the school had statements of SEN. When the results of those who attended the Learning Centre are disaggregated, the school performed above most of those schools which were considered to have a similar proportion of pupils eligible for free school meals in all subjects and when these results were combined.
- 57 Many pupils begin school with skills and experiences which are below expected levels for their age. Nearly all pupils including those with EAL make good progress and many exceed the standards predicted for them at the ages of seven

and eleven. However, the rate of progress in KS2 is uneven. A particularly strong feature is the progress of pupils in the Learning Centre for those pupils with severe educational needs and those in the main school with statements of SEN who nearly all reach the targets set for them. This is due to the very well organised help they receive. Pupils who are identified as gifted and talented generally achieve well.

- 58 Across the school, pupils do not always have a clear enough understanding of what is expected of them in the shorter term and do not consistently know what they could do to improve.
- 59 The overall quality of educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
- 60 Standards of achievement in the lessons in the subjects inspected were as follows: -

Subject grades for subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	82%	4%	0%	0%

- 61 These figures are well above those reported in HMCI's Annual Report 2007/2008 (Primary) where standards were good or better in 84% of lessons and 10% were outstanding. In this inspection 96% were Grade 2 or better & 14% were Grade 1.

Grades for standards in subjects inspected

Inspection Area	N	R	KS1	KS2
English	N/A	N/A	2	2
Welsh second language	N/A	N/A	2	2
Design technology	N/A	N/A	2	3
Geography	N/A	N/A	2	2
Music	N/A	N/A	1	1
Religious education	N/A	N/A	2	2

- 62 Pupils' achievements in the key skills have good features which outweigh shortcomings. Communication skills in English are good in the early years in speaking, listening and writing. In reading they are outstanding. In KS1 and KS2 standards in all aspects except writing are good. In writing pupils do not use a sufficiently wide variety of writing styles in different contexts. They often do not write at sufficient length or take a pride in presenting their written work neatly.
- 63 Children in the early years make good progress in key areas of speaking and listening, particular in paired talk work and in response to puppets. KS1 pupils make good progress in speaking and listening; they listen purposefully and engage confidently in paired talk activities and role-play. The majority of KS2 pupils listen attentively and speak confidently, showing awareness of the listener and by Y6 express their ideas clearly.

- 64 In the early years they develop early reading skills well and are keen to read books and other materials. KS1 pupils join in shared reading activities across the curriculum, with enthusiasm, and can read back their own writing. KS2 pupils show an interest in independent reading; they develop good reading for information skills and by Y6 use a dictionary effectively.
- 65 In the early years children are beginning to make simple written recordings. KS1 pupils write captions, labels, lists and short explanations, including a well researched factual piece about minibeasts. Many KS2 pupils write in a variety of forms including prayers, poems, directions, explanations, post cards, adverts and newspaper articles. However, many pupils rarely write at length across the curriculum and the skills learned in English are not applied consistently when writing in a variety of styles.
- 66 Standards in the use of Welsh are good. Children in the early years respond well to directions and praise given in Welsh. KS1 pupils understand simple spoken Welsh and respond to questioning using simple sentence patterns. Many KS1 pupils read the class prayer and use Welsh greetings but do not use the language as part of learning in other subjects. KS2 pupils develop an understanding of Welsh vocabulary and read scripts and dialogue. However, writing skills are under developed and pupils do not initiate conversations in Welsh as the incidental use of Welsh during lessons is inconsistent.
- 67 The application of mathematical skills is good in the early years, children join in number rhymes enthusiastically and demonstrate early counting and number recognition skills whilst engaged in play activities. KS1 learners use measuring skills to support investigations in science and making in design technology. KS2 learners demonstrate data handling skills in geography and design technology.
- 68 The use of ICT across the curriculum has good features which outweigh shortcomings. In the early years children play computer games and demonstrate accurate use of a mouse. Many KS1 pupils use a graphics package to support design work and benefit from the support of older pupils in word processing. KS2 pupils are able to use a variety of computer programmes, the Internet as a research tool and programs to present learning to other pupils. However, pupils do not use ICT to support their learning and recording across the curriculum regularly
- 69 Across the school nearly all pupils have a good understanding of the culture of Wales. This is particularly enhanced by a range of visits, for example to Newport Wetlands, Cardiff, Llancaiach Fawr, studies of the local area and an annual Eisteddfod.
- 70 In the early years and in KS1 nearly all demonstrate good creativity as they take responsibility for their learning in a wide range of learning activities. In KS2 pupils nearly always enhance their work with a range of illustrations.

- 71 Children in the early years and in KS1 have good problem solving and exploration skills, particularly in the outdoor classroom. They show perseverance as they search for bugs and lost keys and many KS2 pupils make use of surveys and questionnaires during research projects, for example how to improve the local area.
- 72 Throughout the school nearly all pupils work purposefully together. This is a strength of the school. Children know the importance of working co-operatively and demonstrate empathy towards each other. They develop good attitudes to their work and often take responsibility for their learning.
- 73 All pupils are at an early stage in considering how to improve their own learning. They are not sufficiently aware of the short-term targets they need to reach in order to improve their work further.
- 74 Pupils' attitudes to learning, interest in their work and ability to sustain concentration are good. Pupils are keen to work in lessons, reply, ask questions and work with enthusiasm. This is an outstanding feature in KS1.
- 75 Pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during break times and lunchtimes. The staff have good relationships with pupils as do the non-teaching staff. Pupils are friendly and courteous to each other and to visitors contributing positively to the work of the school as a community.
- 76 The school has a good positive behaviour management policy together with a reward system for good behaviour and general attitudes to learning in school.
- 77 In their response to the pre-inspection questionnaire all of the small number of parents who replied agreed or strongly agreed the school achieves high standards of good behaviour and that the school's values and attitudes have a positive effect on their children.
- 78 The average level of attendance for the three terms prior to the inspection is 93%. Most pupils attend school regularly. Pupils are punctual at the start of the school day and at individual lessons. Patterns of absence are systematically monitored. The school refers pupils to the Education Welfare Officer (EWO) with persistent absences. The school registration procedures are good and fully comply with the WAG Circular 47/2006.
- 79 The school works very hard to help pupils to develop the ability to work independently and make pupils see themselves as part of a community, supporting one another as they move through the key stages of the school.
- 80 Throughout the school pupils' understanding of equal opportunities issues is very good. They are developing a good understanding and respect for the diversity of

beliefs, attitudes and cultural traditions in society. The school provides many multi-cultural learning activities in art, religious education, physical education, geography and music.

- 81 Pupil have a good community awareness as well as developing their own personal values and accepting the values of others. A large number of visitors to the school from the community, as well as visits by the pupils to the local church and places of interest, help to broaden pupils understanding of their own community and the workplace.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	83%	2%	0%	0%

- 84 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 98% of lessons. This figure is above the national picture reported by HMCI in the Annual Report 2007/2008 (Primary) when the quality of teaching was good or better, that is Grade 1 and Grade 2 in 83%. In this inspection only 2% was Grade 3. Nationally 17% of lessons were Grade 3.
- 85 In the early years teachers very carefully organise a good range of learning experiences, many of which are innovative and stimulate children's interest very effectively. Teachers and their assistants work very closely together and as a result children begin school confidently and make good progress.
- 86 In KS1 and KS2 teachers' planning is sufficiently detailed and well structured. Lessons move forward systematically because teachers nearly always know which direction to take. Targets are carefully matched to the different ages and abilities in the classes including those who have EAL and those with SEN.
- 87 In the Learning Centre outstanding teaching is combined with a very positive ethos of high expectations for good behaviour and teachers very successfully promote a strong sense of self-worth and independence. Lessons are well planned, imaginative and the Learning Centre staff utilise an extensive range of strategies to interest and motivate the wide-ranging needs of pupils, ensuring good progress is achieved.

- 88 In the Learning Centre staff know the pupils very well and continually share information about pupils' performance with each other. Teaching in the main school is carefully and sensitively organised to ensure that those from the Learning Centre are successfully helped to work closely and happily with other pupils.
- 89 Across the school all pupils are made well aware of the teachers' expectations of them at the beginning of lessons and are regularly reminded of the time they have left to complete their tasks.
- 90 The best lessons, which have outstanding features, these are found largely in the early years and in KS1. In these lessons the teaching is very enthusiastic and engaging so that all children are attentive and find learning a very enjoyable experience. Teachers very cleverly encourage children to learn new words and to be curious. They organise and make available a very wide range of stimulating materials and artefacts for children to use in order to find things out for themselves.
- 91 The teaching in the best lessons successfully promotes very high standards because of the way in which teachers set very good examples themselves of what pupils should aim to achieve. Relationships between teachers and their pupils are very positive and as a result, pupils work with confidence knowing that their efforts are warmly appreciated. Teachers give the right amount of support as pupils need it. They very successfully encourage them to work independently. In these lessons the pace of learning is brisk and purposeful. Teachers make their lessons exciting and enjoyable both through their considerable subject knowledge and their infectious enthusiasm.
- 92 Where teaching had some shortcomings teachers do not provide sufficiently challenging tasks for the most able. The time available for teaching and learning is not used well because insufficient time was set aside to complete the tasks. In some lessons opportunities are missed to develop pupils' ICT skills and to encourage pupils to identify areas in which they could improve. Teachers do not extend pupils' use of incidental Welsh when there are good opportunities to do so.
- 93 The school fully meets statutory requirements for recording and accrediting the achievements of pupils.
- 94 Teachers mark pupils' work regularly and make encouraging comments. The school has recently introduced a new, more informative marking system to help pupils improve their work and understand the next stage of their learning, but this is not yet used consistently by all staff.
- 95 Teachers regularly assess whether pupils have understood a new concept and most of them use this information well to help them plan what pupils are to learn next. The school assesses pupils' progress every term in English, mathematics and science and uses this information to set and review NC level targets at the end of each year.

- 96 The school uses a range of published test materials successfully to check on pupils' progress year-on-year. It has recently introduced a new management information system for analysing pupils' test results and is beginning to use data more effectively to plan for improvement in the standards pupils achieve. It carefully compares the results of both boys and girls and notes any differences.
- 97 The school makes appropriate comparisons between its baseline assessments and end of key stage teacher assessments to check whether pupils make the expected progress during their time in school. Staff work together with colleagues to discuss and compare examples of work throughout the school and match these collaboratively to NC levels. They also meet regularly with staff from other schools including the local secondary school to compare pupils' work more widely and to agree standards between schools particularly in English, mathematics and science.
- 98 Pupils' involvement in evaluating their own progress and planning for improvement is under developed. Formal systems such as the use of learning diaries, for pupils to set and review their own targets are not yet fully established in all classes. In many lessons, pupils evaluate their own and their friends' work orally. A few older pupils in KS2 have begun to mark their classmates' work with positive comments. These are too focussed on presentation skills and do not suggest ways of how to improve what pupils know and can do.
- 99 There are good arrangements in place for informing parents about their children's progress. The school encourages parents to attend regular termly meetings where they are able to discuss their children's progress and view their work. During the summer term parents are invited to discuss reports and query any aspects that are unclear to them. Meetings with parents of SEN pupils take place each term and individual education plans (IEPs) are discussed and reviewed correctly.
- 100 Annual reports to parents clearly and succinctly describe their child's personal development and attitudes to learning. They are however not clear enough about what pupils know, understand and are able to do in different subjects.

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

Grade 2: Good features and no important shortcomings

- 101 The findings of the inspection team matched the judgements made by the school in the self-evaluation report.
- 102 The school responds well to pupils' learning needs and provides equal access to a broad, balanced and coherent curriculum that is very well planned, enabling all pupils to build on what they know and can do. It meets the legal requirements of

the NC and the locally agreed syllabus for religious education. There are good strategies that promote learners personal development, broadening and enriching their experience through many relevant practical activities. Very good account is taken of their diverse backgrounds and any special educational needs, ensuring equal opportunities.

- 103 There are some very good quality learning experiences, both indoors and outdoors, that allow children to make good progress and achieve high standards.
- 104 Across the school curriculum planning builds systematically on existing knowledge, understanding and skills. It is very effective and topic cycles are very well planned and successfully implemented. Teachers' specific and detailed planning provides a clear structure and enables nearly all pupils to build systematically on what they know and can do.
- 105 All pupils have equal opportunities to participate in an outstanding range of extra-curricular activities during lunch and after school. Some of these activities include a wide range of sporting activities such as golf, tennis, rugby and netball. Access to off-site provision at the local secondary school and leisure centre, provides enhancement in physical skill development such as regular swimming lessons. Free tuition is offered on recorders and guitar, whilst the school orchestra and choir meet during lunchtime, regularly performing in assemblies and within the community. There are numerous visits to places of interest and a residential stay for older pupils. Many visitors to the school extend pupils' experiences and enrich their understanding of the world around them.
- 106 Arrangements to promote pupils' spiritual, moral, social and cultural development are good. Pupils' spiritual development is good with outstanding features and pupils are encouraged to reflect on important issues in their daily lives. Collective worship makes an outstanding contribution to pupils' spiritual development and fully meets statutory requirements. These are happy occasions of a strong Christian nature, offering moral guidance and promoting a strong sense of community, where an air of reverence is established and maintained. Every opportunity is taken for pupils to share their musical talents through performance, enhancing the spirituality of whole school assemblies. There are very good arrangements for pupils to be taught about the importance of the environment and of conserving the planet's natural resources.
- 107 Pupils' moral development is good. Pupils have a very good understanding of right and wrong and these values are positively reinforced through effective strategies, which promote personal and social education within the curriculum. A strong emphasis is placed on values such as co-operation. Strategies are used effectively to allow pupils to share their feelings with others. In discussion pupils said that they are very proud of belonging to their school.
- 108 Provision for pupils' social development is good and the aims of the school promote positive values and attitudes. They take responsibility willingly in and around the school and the participation of the efficient school council and playtime mediators, develops an understanding of living in a community. The

pupils' knowledge of environmental issues is outstanding.

- 109 Provision for pupils' cultural development is good. Y Cwricwlwm Cymreig is well planned and is an integral part of all subjects. Planning includes visits to places of Welsh historical interest, developing an understanding of the culture and heritage of Wales. They also learn Welsh folk dancing, celebrate St David's Day and study the works of well known Welsh composers. Monthly Welsh assemblies, geography and religious education provide good opportunities for all pupils to understand life in other countries and to respect each others' faiths and cultures.
- 110 The school makes good provision for pupils' personal and social development. Sex education and drugs awareness are effectively taught and policies and procedures meet statutory requirements.
- 111 Learning experiences are enriched by the school's partnership with other providers and interested parties. There are strong links with parents and carers and these reflect good working relationships. Parents are very supportive of the school's work and applaud its positive ethos. The Parent Teacher and Friends Association (PTFA) enthusiastically and regularly support school events, raising significant sums of money, helping to provide additional facilities and resources. A good home/school agreement is well supported. Parents are kept very well informed through frequent newsletters, curriculum evenings, school prospectus and through the governors' report to parents. A wide range of courses for parents, such as 'Language and Play', are held with good support from the Basic Skills Agency. Visitors from the community contribute positively and effectively to pupils' learning and understanding.
- 112 A close relationship has been established with the adjacent playgroup. Partnership with the local comprehensive school is well developed and there are very effective liaison arrangements for the transfer of pupils with SEN. Good partnerships exist with the local universities, with trainee teachers having regular placements at the school.
- 113 Overall, the school's provision successfully reflects national priorities for lifelong learning and community regeneration. The school is developing effective links with parents, partnerships with other schools and with the wider community. Parents are supportive of the school and have ready access to the headteacher and staff. The school promotes an 'open door' policy. Good pastoral and administrative links have been developed with the local comprehensive school to which most pupils transfer.
- 114 There are some new links with employers to support staff training and development through teacher placement which have not had time to make a significant impact.
- 115 The school encourages all pupils to participate in the after school clubs and all

other aspects of school life. These clubs and activities help develop pupil's skills and relationships with one another. These out of school and extra-curricular activities complement and extend the curriculum. A Family Fun Day at the Newport Centre has been successful. The school tackles social disadvantage in a positive manner.

- 116 The school is working hard to develop the pupil's awareness and understanding of sustainable development and global citizenship. This important area is outstanding. Schemes of work in geography and personal and social education (PSE), together with the sustainability development policy and staff attending courses are very successfully promoting this area. The school is regularly involved in recycling schemes. There is a well supported Eco-Club which meets after school. The school has developed a meadow in the school grounds in conjunction with a biodiversity assistant who helps pupils monitor the insect and bird population there. The pupils have also organised a 'Walking Bus' to encourage others to share in the concept of sustainable development and global citizenship. The Eco-committee closely monitors the schools consumption of energy and water and produces graphical data for display around the school.

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

Grade 2: Good features and no important shortcomings

- 117 The findings of the inspection team matched the judgements made by the school in the self-evaluation report.
- 118 Learners are well cared for, guided and supported. There is a very good quality of care, support and guidance for pupils at the school.
- 119 The school places and manages its care arrangements effectively and makes good use of its support services. Pupils feel that the school and staff work hard at helping them to raise their levels of achievement. The pupils have good opportunities to make their views known through the school council which is active. Through this and in the daily life of the school, all pupils are developing a good understanding of the democratic process.
- 120 The school works very well with parents and carers for support and the partnership link with parents is good. The parent's questionnaire analysis showed that 100% of the small number of replies agreed that they felt the school is easy to approach and encouraged an active role for parents and carers.
- 121 There is an active PTFA who are very supportive of the school, raising money through organised events such as fairs and discos, which have been used to buy staging, develop the school grounds and help furnish the new early years building.

- 122 The school has good induction programmes to help new pupils, including those with EAL to settle into school. Pupils feel welcome and are supported by teachers and other pupils. A well attended parenting class is held regularly to encourage pre-nursery children with language and play activities.
- 123 The school has good links with the specialist agencies for pupils who need the support of these services.
- 124 The monitoring of pupils attendance and behaviour is good. The school has a comprehensive procedure for ensuring pupils' good attendance, behaviour and re-introduction to school following any exclusion with reward systems in place. The headteacher's presence at the school gate in the morning to welcome pupils into the school encourages punctuality and fosters a strong link with parents.
- 125 The school makes the general safety and well being of pupils a priority and has extensive arrangements for this. There is an effective policy and staff and pupils have an awareness of health and safety around the school. The school has good procedures and arrangements that encourage and enable pupils to be healthy. Appropriate arrangements are in place for pupils who are unwell or have had an accident. The school has achieved Healthy School status. All teaching staff have basic first aid certificates.
- 126 The school has an effective policy and sound procedures for child protection which meet legal requirements and recommended good practice. The headteacher is the staff member responsible for child protection. All staff are given guidance and are aware of the procedures for reporting and recognising the signs and symptoms of abuse. Training is provided to school staff to keep up to date.
- 127 The provision for all pupils with additional learning needs (ALN) is very sound and has outstanding features. Early identification and continual diagnostic assessment of pupils with SEN ensures purposeful support. In the Learning Centre, pupils with profound SEN are diagnosed before placement and are in receipt of careful regular monitoring in line with their statements.
- 128 The school's SEN policy is comprehensive and complies with the Code of Practice and the framework for inclusive education. The special educational needs coordinator (SENCo) is highly skilled, experienced and effective, working alongside mainstream staff and the governor with responsibility for SEN.
- 129 In the main part of the school, pupils' targets in IEPs are stated in observable, measurable terms and are monitored and reviewed appropriately. Teachers and support staff work as an exceptionally strong team, providing continuity of support and assessment of need. Parents are fully consulted and involved in the process and are able to speak to the class teacher or SENCo regarding their child's progress at any time. Annual reviews of pupils with statements of SEN meet statutory requirements.

- 130 All pupils who have SEN, including those on the autistic spectrum, are very well supported and make very good progress. Excellent additional support helps meet the needs of groups of pupils who require literacy enhancement or multi-sensory teaching programmes. These sessions are timetabled, ensuring equal opportunities and regular access to the core subjects of English and mathematics. Pupils with a gift or talent are identified and tasks are suitably challenging. Pupils in mainstream who are in receipt of IEP's receive very good daily individual tuition. There is good and appropriate support for pupils who have EAL.
- 131 The provision for learners with SEN in the Learning Centre is good with outstanding features. The needs of the pupils are extensive and wide-ranging and many have compounded language problems. They are very well supported.
- 132 Outside agencies, such as the speech and language therapists, work regularly and effectively when required. Pupils in the Learning Centre receive outstanding care and support, especially during their integration sessions into mainstream classes. These pupils are fully accepted as an integral part of the school. This two-way integration is an outstanding aspect of the school's provision.
- 133 The school's support for the very small minority of pupils with profound and challenging behaviour is very good. The school has agreed and successfully implemented a positive behaviour management policy based on recognition of achievements. All staff recognise and praise acceptable behaviour with pupils being very aware of the consequences of unacceptable behaviour. Good provision is in place for pupils who are at risk of disaffection or exclusion and the school liaises well with relevant outside agencies.
- 134 Throughout the school, pupils develop a good awareness of equal opportunity issues through learning about the diversity of beliefs and social and cultural traditions in the wider society; they understand and respect the personal values of others well. The school takes into account the community and background from which the pupils come from and has procedures for support and guidance to reflect this. The school actively promotes gender equality and there is no stereotyping of boys and girls in the curriculum or in the school generally. The school promotes good race relations across the curriculum and in all its activities. It has a good Racial Equality Policy and Equal Opportunities Policy in place. The headteacher and staff have undergone training courses on racism and recognising and respecting diversity in society. The local group of primary schools address and seek to resolve these issues in the local schools and community.
- 135 There is a clear anti-bullying charter which is understood by both pupils and parents. The school has an effective 'Buddy' system in place for pupils to enable them to adjust to school life full-time. They have celebrated an Anti-Bullying week for the past two years.

- 136 Arrangements are made with pupils with disabilities to ensure that they are not being treated less favourably than other pupils. There is an Access and Disability Policy. The school has a clear Disability Equality Scheme and action plan in place, which has been submitted to the LA following a detailed survey of the site.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 137 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 138 The school is well led by a headteacher who has a clear sense of purpose and a strong vision for its future. She provides a purposeful and very conscientious lead to the rest of the professional and support staff. There is a firm sense of direction where teachers are expected to show a common commitment to all of their pupils and to work together as a cohesive team. All staff are aware of their responsibilities and of ensuring that all pupils have equal access to what is taught.
- 139 There are detailed arrangements for all professional staff to give a positive lead to their subjects and to review progress being made in order to prioritise improvements for the future. There are well organised arrangements for this to be carried out systematically. This process has led to significant improvements, for example in the way standards have been raised in English, mathematics and science particularly in KS1 and in the way the new facilities for the Foundation Phase provides very well for these children. The Learning Centre is extremely well managed and organised. SENCo is very knowledgeable and has outstanding expertise in SEN.
- 140 Extensive arrangements for the assessment of pupils' longer term achievements are well used by the headteacher to determine progress and to identify general areas of weakness. The data is well used to analyse accurately where teaching is successful and to set priorities for future improvements.
- 141 The school takes careful note of national priorities and local initiatives. The school council is active and pupils are developing a good understanding of the democratic process. Currently there is no breakfast club although this is planned to start in September. Arrangements for the introduction of the Foundation Phase are well advanced. However, pupils generally do not receive sufficient consistent support and encouragement to use incidental Welsh and to develop their bilingual skills.
- 142 There are strong and effective links with other schools in the area including the secondary schools to which pupils transfer and with other providers of education.

Pupils have good opportunities to appreciate the importance of physical activity and of how to lead healthy lifestyles. They have very good opportunities to recognise the importance of conservation and of protecting the environment.

- 143 There are well established systems for the headteacher and subject co-ordinators to observe teaching and learning and to assess the progress of agreed initiatives for school improvement. This process is closely linked to the school's performance management arrangements. There are appropriate arrangements in place to support newly qualified teachers and teachers who are new to the school.
- 144 The governing body meets all of its statutory duties. The chair of governors and some of the governing body are regular visitors to the school and show a close interest in its daily life. There are rigorous procedures in place to manage the school's budget which is well-focused on the educational needs of the school and to the priorities set out in the school's performance management system and in the SDP.
- 145 Governors are fully aware of the school's long-term needs and are influential in planning its long-term strategic direction. However, the governing body does not evaluate sufficiently the outcomes of initiatives which have been agreed for example in its recent expenditure on ICT equipment and in the school's efforts to raise further standards in teaching and learning. The governing body does not have effective procedures in place to take appropriate action to ensure that weaknesses which remain in important areas for development are quickly and effectively addressed.

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

Grade 2: Good features and no important shortcomings

- 146 The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
- 147 The school self-evaluation process is firmly based around the careful analysis of first-hand information. It clearly identifies the strengths and areas for development. It is detailed and well established. It provides considerable information about the performance of the school and is in part based on a careful gathering of information by professional staff which relates to their individual responsibilities. It has also involved discussion with teaching and non-teaching staff and governors. The views of pupils and parents have been sought.
- 148 A particular strength in the process is the way in which the school assesses the performance of pupils against predictions made for them when they begin school. The school uses that information well to judge the impact of teaching and learning

on pupils' progress. The process has included consultation with all teaching and non-teaching staff and governors. Parents' and pupils' opinions of the school have been systematically considered.

- 149 The self evaluation report is comprehensive and carefully constructed. It fairly and accurately identifies the school's strengths and weaknesses. It is closely linked to the SDP and the school's performance management procedures. The SDP is realistically costed and contains sufficient detail in order to judge whether the objectives of each area have been met.
- 150 The inspection team agreed with all of the seven judgements made by the school in its self-evaluation in the seven key questions and with nearly all of the school's identification of its strengths and weaknesses.
- 151 Since the last inspection in the spring term 2003, the school has made good progress in addressing the key issues for that inspection. Standards in nearly all the subjects inspected are much the same as they were at the time of the last inspection except in design technology where standards in KS2 are now one grade below those found then.
- 152 While there are detailed whole-school plans for the development of key skills and for the introduction of the new skills based curriculum, the standards in some of the key skills have some good features but also some shortcomings, for example in the application across the curriculum of skills in ICT, in encouraging pupils to have a firm understanding of what they need to do to improve their own learning and in the way that they use their bilingual skills.

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

Grade 2: Good features and no important shortcomings

- 153 The findings of the inspection team matched the judgement made by the school in the self-evaluation report.
- 158 There are sufficient teaching and support staff to meet needs of the school. Staff are suitably qualified. There are appropriate support and mentoring arrangements for newly qualified teachers. Investment in staff training is linked to developing priorities identified through performance management and the needs of the school.
- 159 Staff are deployed economically and effectively so that best use is made of their time and expertise. Staff who work in the Learning Centre for pupils with SEN have particular expertise in a range of specialist areas. Teachers are released regularly from their classes for planning, preparation and assessment time. A

very well qualified higher level teaching assistant with particular knowledge and interest in creative subjects, provides suitable cover at this time. The school has made effective use of the resources provided for workforce remodelling to strengthen the role of the SENCo in school management and for implementing the Foundation Phase.

- 160 All support staff are well qualified and benefit from regular in-service training (INSET) in the school. They also have access to appropriate courses provided by outside agencies; this helps them make an effective contribution to pupils' learning. Support staff competently help pupils in the classroom as well as leading small group activities and helping to teach literacy and numeracy initiatives. They capably assist teaching staff in planning appropriate activities for them and in assessing how successfully pupils complete them.
- 161 There are sufficient quality learning resources to enable staff to meet the needs of learners in all subjects. Pupils have access to a wide selection of good quality books and specialist equipment that stimulate their interest and enhance learning. The Learning Centre for pupils with SEN is particularly well resourced. There is a wide range of resources to meet some pupils' complex needs.
- 162 The school accommodation, a considerable proportion of which is new, is generous for the number of pupils on roll. It is well decorated and provides a very pleasant learning and working environment for staff and pupils. Facilities for the early years are outstanding. Stimulating interactive displays in classrooms and corridors celebrate pupils' work and achievements and invite them to ask questions.
- 163 The well-maintained grounds are extensive and the school makes very good use of them to promote pupils' development in a range of subjects. Large playing fields offer excellent opportunities for games and sport. The natural woodland meadow with willow arch and an outdoor classroom very successfully promotes pupils' understanding of the natural environment. The tranquil surroundings also provide a quiet sanctuary that enables pupils to learn to reflect and develop spiritually.
- 164 The school administration staff and those who support pupils at lunchtime have a very positive influence on the smooth running of the school. The caretaking staff ensure that the school is clean and tidy.
- 165 Bearing in mind the standards pupils achieve, often from lower than expected starting points and the overall quality of education provided, the school gives good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

- 166 Most pupils of all ages listen purposefully to their teachers and to other adults. They are generally polite and considerate listeners when their classmates are explaining their ideas and reading out their work. Pupils listen very well to their talking partners.
- 167 Pupils of all ages read well and demonstrate a keen interest in reading both for pleasure and for information. Pupils borrow books from the school library that are suitably challenging for their age and stage of learning. They all use reading diaries and read regularly to adults and to each other.
- 168 Pupils in KS2 use reference books correctly and successfully search the Internet for information they need in lessons.
- 169 Pupils of all ages engage in a broad range of writing experiences. They successfully write for a variety of purposes and in different styles. They use appropriate vocabulary and grammar for their age and ability. Most pupils' spelling is accurate and they know how and when to use a dictionary and thesaurus to help improve their work.
- 170 Pupils in Y1 and Y2 speak clearly and engage in role-play very confidently. They read aloud together with their teacher very well and they are eager to express their responses to a range of different books.
- 171 Most pupils in Y1 successfully construct their own sentences. They form their letters correctly and their handwriting is well presented.
- 172 Pupils in Y2 write fluently, spelling high frequency words accurately. They fluently read their work back to the class.
- 173 In KS2 many pupils in Y3 enjoy comparing the different poems they have read. They correctly notice similar features and styles. In their lessons, most pupils quickly record an interesting and at times, unusual variety of engaging adjectives, for example to describe a hedgehog.
- 174 Most pupils in Y4 accurately read a range of texts and successfully use them as a basis for role-play and drama. They begin to use their imagination effectively to develop empathy with characters in stories and pose suitable questions for them.

- 175 Pupils in Y5 write effectively in a variety of different genres such as reports, newspaper articles and diaries. Most pupils in Y5 correctly arrange their work in paragraphs. Punctuation and spelling is generally correct. They successfully create imaginative stories in response to their study of 'The Iron Man' and they describe characters very effectively.
- 176 A few pupils in Y6 avidly read challenging texts with confidence and accuracy. They use mature vocabulary when recalling stories they have read and expressing some of the emotions these provoke. For example, pupils describe characters as 'having their dreams crushed' or themselves as feeling 'emotionally drained' after a particularly sad chapter.
- 177 When creating a short drama in response to an autobiography, pupils in Y6 work purposefully, organising their ideas successfully and expressing themselves imaginatively.
- 178 When interpreting the story from a short animation, pupils effectively use their own notes as a basis for a storyboard. They understand the importance of editing their work to record only the most significant parts of the story and they do this successfully.

Shortcomings

- 174 While there are no important shortcomings, in both key stages a few pupils of higher ability do not write purposefully at sufficient length or with sufficient independence to fully develop their creativity in English and their fluency of expression in other subjects.

Welsh Second Language

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

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

Good features

- 175 In both key stages, pupils speak with good pronunciation, listen attentively and respond appropriately to instructions. By the end of KS2 they use and recognise a wide range of vocabulary, listen well to recorded dialogues and understand what is said.
- 176 Pupils in KS1 are familiar with a variety of words and phrases and use them correctly to question their partners about their feelings and where they live. They sing and enjoy a wide range of rhymes and songs thus increasing their understanding of the language. Their wide vocabulary enables them to ask each other increasingly complex questions about the weather and their likes or dislikes in food.

- 177 KS2 pupils use a range of questions confidently and know the appropriate forms of response, using the past tense correctly. They describe the weather in other countries, talk about different types of holidays and accurately explain their feelings. Working together, KS2 pupils enact and record a recently taught dialogue, using correct pronunciation and expression.
- 178 KS1 pupils read and understand vocabulary displayed in the classroom and around the school. As a whole class they enjoy reading scripts about Morgan Y Morwr and confidently answer questions about the different characters.
- 179 The majority of KS2 pupils ably read detailed texts and dialogues from the whiteboard and they have the ability to substitute words to change the meaning of a text.
- 180 KS1 pupils write birthday cards for Morgan Y Morwr, adding Welsh words to creative drawings and writing about the weather in Africa.
- 181 KS2 pupils consolidate their speaking skills well in written tasks. They write simple dialogues in the context of a recently taught pattern about themselves, members of their family and a detailed description of their best friend.

Shortcomings

- 182 While there are no important shortcomings, pupils' independent writing skills are underdeveloped in both key stages and their reading skills in KS1.

Design technology

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 183 In KS1 nearly all younger pupils use their investigative skills well to plan how they will make a product. They modify their designs to incorporate new ideas. They use a variety of resources, tools and appropriate drawing techniques.
- 184 They plan how to make bread and evaluate their outcomes. They build houses for the 'Three Little Pigs' carefully choosing materials. They identify what materials they will need and the tools they will use.
- 185 Across the key stage pupils refine their designs as they experiment and find ways of improving the product, for example when making bird boxes. They know the importance of evaluating the finished product critically.
- 186 In KS2 most younger pupils know how to handle malleable materials carefully to fit them to a design. They measure accurately and use simple tools such as

saws and glue guns safely and appropriately. They create a detailed design brief and follow it carefully.

- 187 Nearly all older pupils in KS2 carefully construct working toys using axles and cam devices to make them move. They follow a design brief systematically. They know how to organise and choose their resources. They apply specific techniques to produce a desired effect, for example when using their own designed printing blocks to create Hindu patterns they have researched.

Shortcomings

- 188 In KS2 pupils do not make increasing use of electronic and computer based work. In KS2 pupils do not study and disassemble commercially produced objects to analyse how and why they work. They do not recognise the relevance of what they are doing as a reflection of the workplace.

Geography

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

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

Good features

- 189 Nearly all pupils in KS1 have a good knowledge of their local area. They know the routes to the shops and they know the types of shops they find there. They draw simple maps of their journey.
- 190 They know that the seasons change and that this is reflected in the natural world around them. They find their own homes from maps taken from the Internet. They have a good understanding of maps by plotting, for example the route taken by the 'Red Hen' in a story.
- 191 In KS2 younger pupils know that the area has some attractive places and some which could be improved. They conduct their questionnaire to find the least popular area in Underwood and what needs to be done to make it better.
- 192 Nearly all pupils in Y6 know some facts about St Lucia, for example that volcanoes found on the islands are called 'pittons'. They make some simple comparisons between St Lucia and Wales and know that both places share some attractive features such as sandy beaches and forests. They know that the weather differs and there is more sunshine in St Lucia than in Wales.
- 193 Many older pupils in KS2 recognise the position of the main cities and towns of Wales. They plan a route to Cardiff using ICT to assist them. Nearly all older pupils in KS2 know some important facts about different aspects of life in India. They know the locations of some of the cities and where some of the major physical features such as the Bay of Bengal and the Himalayas are. They compare the quality of life in the countryside in India with that of their own.

- 194 Throughout the key stage, pupils demonstrate increasing awareness of the negative impact of human behaviour on the environment. They are aware of the effects of environmental change and the ways of life of many people in the world.

Shortcomings

- 195 There are no important shortcomings.

Music

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 196 In both key stages, pupils' skills in composing are very well developed and illustrate their musical and communication development. Pupils' knowledge and understanding of musical elements, the ability to refine musical ideas and evaluate their work in order to improve it are outstanding features.
- 197 Groups of pupils in KS1 experiment with percussion instruments and different sounds following their own pictorial notation based on the theme of buildings. They have a very good understanding of different musical elements and concentrate on change of pitch and dynamics. Groups of KS2 pupils focus their excellent composing skills around a picture from outer space. Using a wide selection of tuned and un-tuned instruments, pupils successfully layer different rhythms around a keyboard-base sound, creating effective, mystical soundscapes
- 198 Singing develops especially well throughout the school. All pupils sing enthusiastically and with clear diction, paying appropriate attention to breathing, balance and quality of sound. They sing in two parts, including rounds, follow directions and listen carefully to each other, especially during their jungle songs, as part of their St Lucia project. Pupils confidently sing a wide variety of songs, hymns and jingles in English and Welsh during their school day and in celebration concerts throughout the school year.
- 199 Pupils' instrumental performance develops extremely well. Pupils in KS1 have a very good understanding of musical elements such as pitch and accurately follow a pictorial score. The majority are able to transfer this skill, when playing a tuned instrument such as the glockenspiel. KS2 pupils explore and choose a suitable range of instruments to perform their steam train, compositions. Experimenting with their voices as effective instruments, pupils pay particular attention to rhythm, creating very lifelike sounds of engines and of the changing moods associated with working on the railroad.

Good features

- 200 Pupils' appraisal skills are developing well and these are demonstrated when they listen and describe the atmospheres, created by different pieces of taped music. Pupils listen attentively to their own and others' music which they evaluate

thoroughly, offering suggestions for improvement. They explore and appreciate music from other cultures, such as those from Brazilian origins during musical workshops, expressing their likes and dislikes, appropriately.

Religious education

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

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

Good features

- 201 All pupils in Y1 and Y2 begin to understand the concept that human beings may look different on the outside but have similar emotions and feelings inside. They begin to understand the meaning of 'being special' when giving reasons why they are special to their families and friends.
- 202 Nearly all pupils in Y1 and Y2 successfully develop their understanding of some of the features of different religions. They know that celebration is an integral part of worship.
- 203 In Y3 nearly all demonstrate a secure understanding of some of the main features of Judaism when they discuss their visit to a synagogue. They accurately recall many facts about Jewish traditions and correctly describe a number of Jewish artefacts they have examined. When sensitively re-enacting a Shabbat meal they have seen in a film, pupils begin to understand that it is a special family meal of important religious significance for Jews. Older pupils develop an understanding of the purpose of pilgrimage when they compare and contrast visits of believers to the Golden Temple, St David's and Lourdes. They thoughtfully reflect on the actions of characters from the Old Testament. They begin to realise the significance of their obedience to God and its relevance for their own lives. They begin to understand the importance of religious rules as well as society's rules when they study and correctly interpret the Ten Commandments.
- 204 All pupils in Y6 understand the main features of Hinduism. They successfully research Hindu practices and recall a number of stories of Hindu Gods to create an effective presentation which they share with their classmates.
- 205 When studying Celtic saints, pupils in Y6 develop a good understanding of the lives of people who live by strong religious beliefs. They explore the development of faith communities when researching the early history of Saint Woolos Cathedral. They understand symbolism and they correctly explain the symbolism of the Christingle for Christians. They understand the purpose of prayer and collaborate effectively in groups to write their own.

Shortcomings

- 206 While there are no important shortcomings, KS1 pupils do not explore the link between people being special to their families and friends and being special to God.

School's response to the inspection

The head teacher, staff and governors of Llanmartin Primary School welcome the ESTYN report following the inspection undertaken in March 2009. We are pleased that the report acknowledges the outstanding features of Llanmartin Primary School including the school's work on the development of pupil's awareness of and understanding of sustainable development and global citizenship and its music provision.

We are pleased that the inspection report recognises the outstanding provision for children with Special Educational Needs both in our Learning Centres and in mainstream. It states that 'The provision for all pupils with additional learning needs (ALN) is very sound and has outstanding features.'

We are also pleased that inspectors acknowledge the high standard of teaching and learning observed during the inspection with standards of achievement in 96% of lessons being grade 1 or 2 compared to the national average of 84% and the standard of teaching in 98% of lessons being grade 1 or 2 compared with the national average of 83%.

The school is pleased that the inspectors recognise the positive features of the school including the outstanding range of extra-curricular activities during lunchtime and after school, strong links with parents, carers and the local community and the high standard of pupil behaviour and moral values.

Appendix 1

Basic information about the school

Name of school	Llanmartin Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Waltwood Road Llanmartin Newport
Postcode	NP18 2HB
Telephone number	01633 412660

Headteacher	Mrs Julie Baxter
Date of appointment	1 st September 2006
Chair of governors	Mrs Margaret Zier
Registered inspector	Mr Peter Mathias
Dates of inspection	30 th March – 1 st April 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12.5	24	30	14	23	30	23	28	184.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.5

Staffing information		
Pupil: teacher (fte) ratio (excluding nursery and special classes)		26:1
Pupil: adult (fte) ratio in nursery classes		7.5:1
Pupil: adult (fte) ratio in special classes		2.5:1
Average class size, excluding nursery and special classes		26
Teacher (fte): class ratio		1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	90.6%	90.8%	90.3%
Summer 2008	92.5%	94.9%	96.3%
Autumn 2008	89.9%	93.4%	92.9%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		23		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	4.3	0	82.6	13.0
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	4.3	0	73.9	21.7
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	4.3	4.3	78.2	13.0
		National	0.2	4.8	15.9	67.8	11.3
		School	0	4.3	0	86.9	8.6
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	4.3	0	73.9	21.7
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	4.3	0	65.2	30.4
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment

In the school	96%	In Wales	80.7%
---------------	-----	----------	-------

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

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		29				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	6.9	0	0	13.8	65.5	13.7
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	6.9	0	0	13.7	58.6	20.6
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	6.9	0	0	10.3	51.7	31.0
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment

In Wales	75.5%	In the school	76%
----------	-------	---------------	-----

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors plus the school's nominee and a peer assessor spent the equivalent of ten inspector days in the school and met as a team before the inspection. The headteacher was the school's nominee and attended all team meetings.

The inspectors visited:

- Forty-two lessons or part lessons of which 28 were in the subjects inspected;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council and eco-committee; and
- representatives of organisations associated with the school.

The team also considered:

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

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

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 Design technology Geography
Mr Stewart Hammond (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mrs Julie Jones (Team Member)	Contributions to Key Questions 3 & 4 Welsh as a Second Language Music
Mrs Janet Marsden (Team Member)	Contributions to Key Question 2 Key Question 7 English Religious education
Mrs Alison Price (Peer Assessor)	Contributions to all Key Questions
Mrs Julie Baxter (Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

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

Contractor:
Lincolnshire Inspection Team
37 Park Drive
Grimsby
N.E. Lincs
DN32 0EG