

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

**A Report on the Quality of Education in**

**Llanover Primary School  
Llanover  
Monmouthshire  
NP7 9EY**

**School Number: 6792143**

**Date of Inspection: 16/06/08**

**by**

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**Date of Publication: 18/08/08**

**Under Estyn contract number: 1122907**

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Llanover 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 Llanover Primary School took place between 16/06/08 and 18/06/08. An independent team of inspectors, led by Stephanie James, 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:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	5
<b>Summary</b>	7
<b>Recommendations</b>	11
<b>Standards</b>	13
Key Question 1: How well do learners achieve?	13
<b>The quality of education and training</b>	17
Key Question 2: How effective are teaching, training and assessment?	17
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	19
Key Question 4: How well are learners cared for, guided and supported?	21
<b>Leadership and management</b>	24
Key Question 5: How effective are leadership and strategic management?	24
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	25
Key Question 7: How efficient are leaders and managers in using resources?	26
<b>Standards achieved in subjects and areas of learning</b>	29
English	29
Welsh second language	30
Mathematics	31
Science	32
Geography	33
Physical education	34
<b>School's response to the inspection</b>	36
<b>Appendices</b>	37
1 Basic information about the school	37
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 Llanover Primary School is situated in beautiful surroundings in the village of Llanover to the south of Abergavenny in Monmouthshire. It is housed in a building opened in the 1920s to commemorate the fallen from the village in the Great War. The accommodation comprises two classrooms and a computer suite, a small office and a hall. A room adjacent to the reception/key stage 1 classroom accommodates a recently established pre-school playgroup. There is also an outside kitchen that has been refurbished to provide cooking facilities.
- 2 The school caters for pupils aged four to eleven years. Children are admitted in the September following their fourth birthday. There are currently 24 pupils taught in two mixed aged classes; a reception/key stage 1 class and a key stage 2 class. The number of pupils on roll has fallen recently, particularly in the key stage 2 class. There is some pupil mobility because the majority of houses in the area are privately rented from the Llanover Estate. Most pupils come from the village, but a few attend from outside the catchment area through parental choice.
- 3 Approximately 12 per cent of pupils are currently entitled to free school meals, which is below the national average of 17.5 per cent, but slightly above the Monmouthshire average of 10.2 per cent. The intake covers the full range of abilities and the attainment of children on entry to school is generally good. Twelve per cent of pupils are currently identified as having special educational needs (SEN) that is below the national average of approximately 20 per cent. One pupil has a statement of SEN. No pupils come from an ethnic minority background or are learning English as an additional language and none speaks Welsh at home.
- 4 The school was last inspected in July 2002. In 2005, the school and community of Llanover fought a successful campaign to keep the school open as it was then under a Local Education Authority strategic review with a possibility of closure. Since 2006 there has been a complete change in the teaching and support staff. The teacher who is responsible for the key stage 2 class resumed his post in September 2006 after a period away from the school. The head teacher, who is also responsible for the reception/key stage 1 class, was appointed as acting head in September 2006, a position that was made substantive in April 2007. The school has achieved the Basic Skills Agency 'Quality Mark' in recognition of its work in raising standards in literacy and numeracy. In June 2008 the school was awarded Investors in People status. In the same month it achieved the Silver 'Eco Schools' Award and Phase 3 of the 'Healthy Schools' Award.

### **The school's priorities and targets**

5 The school's main aim is to provide a stimulating learning environment at the centre of the community and for all pupils to be happy, well motivated individuals.

Key priorities in the current School Improvement Plan for 2007 to 2008 are to:

- adapt planning for teaching literacy in preparation for the Foundation Phase and the new Curriculum 2008;
- raise standards of teaching and learning in and through Information and Communications Technology (ICT);
- achieve Phase 3 accreditation of the Healthy School Initiative by summer 2008;
- achieve the Eco Schools Bronze award by July 2008;
- implement 'Building Learning Power' strategies to aid independent learning;
- improve pupils' involvement in self and peer assessment for learning, and
- establish a clear cycle of self-evaluation to inform school improvement planning.

## Summary

- 6 Llanover Primary School successfully fulfils its aim of being at the heart of the local community. Links with parents and the community have become outstanding features of the school since the appointment of the head teacher in September 2006. In a short time she has, with the support of the staff and governors, successfully made many improvements in the quality of the provision and in the standards pupils achieve.

### Standards Pupils Achieve

#### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	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

- 7 In the subjects inspected, pupils' overall standards of achievement are as follows:

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 3
Welsh second language	Grade 2	Grade 4
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Geography	Grade 2	Grade 3

Physical education	Grade 2	Grade 2
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- 8 In the lessons observed in the subjects inspected, pupils' standards of achievement are as follows:

**Grades for standards in lessons in inspection subjects**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	73.4%	26.6%	0%	0%

- 9 Standards in lessons observed in the reception/key stage 1 class were consistently good with no important shortcomings. Standards in lessons observed in the key stage 2 class were more variable. The school is meeting the target set by the Welsh Assembly Government (WAG) that by 2010 the quality of learning in 98 per cent of lessons should be grade 3 or better.
- 10 In both key stages, most pupils achieve the targets set for them by the school and agreed with the Local Education Authority (LEA). There is no marked difference in the relative achievement of boys and girls, but girls usually perform better than boys in English.
- 11 Pupils with special educational needs (SEN) generally make good progress relative to their abilities. More-able pupils in key stage 1 achieve well in all subjects. More-able pupils in key stage 2 do not achieve their full potential in English.
- 12 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
- 13 Pupils in reception/key stage 1 progress well and achieve good standards in listening, speaking, reading and writing and in their use of numeracy and information and communications (ICT) skills across the curriculum.
- 14 In key stage 2, pupils progress well and achieve good standards in listening and speaking and in using their numeracy and ICT skills. Good features outweigh shortcomings in their application of reading and writing skills across the curriculum.
- 15 The bilingual skills of pupils in reception/key stage 1 are developing well, but they are not built on sufficiently as they move through the school. In key stage 2, pupils lack confidence in using Welsh incidentally throughout the day.
- 16 Pupils' behaviour and their attitudes towards learning are good and they demonstrate care and consideration for others. Their personal, social and cultural development is good. The positive ethos of the school and the moral and spiritual content of collective worship help pupils develop a secure set of personal values to guide them.

## The Quality of Education and Training

17 The quality of teaching in the lessons observed was judged as follows:

### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	50%	50%	0%	0%

- 18 The quality of teaching compares unfavourably with the quality of teaching in Wales as reported in Her Majesty's Chief Inspector Annual Report (2006-07) of 80 per cent of lessons being grade 2 or better. It also falls short of the Welsh Assembly Government target for 2010 of 80 per cent of the teaching to be Grade 2 or better.
- 19 Most of the lessons where the quality of teaching was judged to be good with no important shortcomings (grade 2) were in the reception/key stage 1 class. Here, relationships between adults and children are excellent. Detailed planning that takes account of children's level of understanding ensures that they are confident in their learning and achieve well.
- 20 In the best lessons in key stage 2, there are clear learning objectives, lessons are interesting and the teacher imparts knowledge effectively. Relationships are generally good and pupils appreciate a sense of humour. However, there is some inconsistency of approach and occasional incidences of insensitivity towards pupils' personal and emotional needs. Some lessons, particularly in English, lack pace and there are insufficient opportunities for pupils to develop independence in learning.
- 21 An important shortcoming in the quality of teaching in key stage 2 is the lack of planning to meet learners' individual needs. Younger and less-able pupils sometimes find lesson content too demanding for them, while tasks for older and more-able pupils offer an insufficient level of challenge.
- 22 The school has established effective arrangements for the assessment of pupils' progress and achievements. A well organised tracking system helps to identify pupils with additional learning needs and to create suitable teaching groups.
- 23 Focused diagnostic marking is also a new initiative and there are some good examples of this in both key stages. Overall, however, assessment information does not inform future planning sufficiently to meet learners' needs in key stage 2.
- 24 The school provides equal access to a broad, balanced and relevant curriculum which meets the interests of learners and legal requirements. The *Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, has a prominent place.
- 25 An outstanding feature of the school is the provision to broaden and enrich learners' experiences through extra-curricular activities, visits to places of educational interest and visitors to the school from the local community and beyond.

- 26 The school is at the heart of the community and there are outstanding partnerships with parents and the local community. Parents enthusiastically support the school.
- 27 Provision for education for sustainable development and global citizenship is good. The whole school community demonstrates a strong commitment to the environment.
- 28 The head teacher and staff know pupils extremely well and effective whole school procedures have been established to monitor pupils' development and welfare. The school has clear, well-documented procedures for assuring pupils' health, safety and well-being. There is an appropriate policy and set of procedures to deal with child protection issues. The school also successfully promotes the importance of a healthy diet and lifestyle.
- 29 Teachers monitor pupils' academic performance but the role of pupils in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress is not yet fully developed across the school.
- 30 The provision for pupils with additional learning needs is good. Pupils' needs are identified and discussed at an early stage and the information is used well to plan individual education programmes. Learning assistants effectively support pupils with SEN in the class situation and the quality of additional, specialist support is good.

### **The Quality of Leadership and Management**

- 31 The head teacher has tackled the task of improving the quality of provision and raising standards with great energy and commitment and has a clear vision of what needs to be done. The school's aims have been reviewed and its values are reflected in its daily life. Many policies and school documentation have also been updated and now provide clear guidance on all aspects of the school's work.
- 32 Systems for the performance management of teaching and support staff have been effectively established. Relevant opportunities for the continuing professional development of staff are well planned.
- 33 The governing body provides a valuable, balanced range of expertise and experience which they use effectively to the benefit of the school. They regularly review and question progress towards targets in the School Improvement Plan (SIP).
- 34 The self-evaluation process accurately reveals the strengths and areas for development of the school. The head teacher, with the support of the governing body, clearly identifies key priorities and draws extensively on a wide range of sources of support in order to bring about improvements.

- 35 The school's Self-Evaluation Report is an extremely detailed, well informed document. In June 2008, the school achieved Investors in People status in recognition of its work in developing strategies to improve its performance and effectively implementing them.
- 36 The school is very generously staffed for the number of pupils on roll. Teachers are suitably qualified to teach the curriculum and are well supported by Learning Support Assistants. Good support is also given by the secretary and ancillary staff in the day-to-day running of the school.
- 37 Learners have access to a very good range of materials and resources, including ICT and physical education equipment. Resources from within the community are also used very well.
- 38 The accommodation is well kept, though in need of some repair and redecoration in places. The indoor facilities are welcoming and attractive. The pleasant surroundings are safe and stimulating.
- 39 Teachers have suitable time for planning, preparation and assessment (PPA). Additional teachers who regularly visit the school provide good support for pupils with additional learning needs and for music. A number of volunteers from the community make a much valued contribution to pupils' learning.
- 40 The school functions within its budget. The use of resources is closely monitored by the governing body and head teacher. Additional financial support from 'friends of the school' and other sources ensures that the school is well resourced.
- 41 The very effective partnership between the governing body and head teacher ensures that resources are reviewed and monitored in accordance with the SIP. The inspection team therefore judged that the school ensures value for money.
- 42 Since the last inspection in 2002, there has been a complete change in the leadership, teaching and support staff in the school. The key issues for action identified then therefore applied to a different context from the current one. Nevertheless, as a result of the effective self-evaluation process now established, the school is making good progress overall in tackling those key issues that are pertinent to the current situation.

## **Recommendations**

- 43 In order to improve the school needs to :-
- R1 continue to raise standards in those subjects and areas in key stage 2 where shortcomings have been identified;
- R2 further address the shortcomings in the quality of teaching that have been identified in key stage 2;

- R3 improve the use of assessment in key stage 2 to help plan and adapt tasks more effectively to meet the needs of learners of all ages and abilities, and
- R4 extend the good practice in promoting bilingualism evident in the reception/key stage 1 class throughout the school.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 3: good features outweigh shortcomings

44 The inspection findings match the school's self-evaluation of this key question.

45 In the subjects inspected, pupils' overall standards of achievement are as follows:

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 3
Welsh second language	Grade 2	Grade 4
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Geography	Grade 2	Grade 3
Physical education	Grade 2	Grade 2

46 In the lessons observed in the subjects inspected, pupils' standards of achievement are as follows:

#### Grades for standards in lessons in inspection subjects

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	73.4%	26.6%	0%	0%

47 Standards in lessons observed in the reception/key stage 1 class were consistently good with no important shortcomings. Standards in lessons observed in the key stage 2 class were more variable. The school is meeting the target set by the Welsh Assembly Government that by 2010 the quality of learning in 98 per cent of lessons should be grade 3 or better.

48 In both key stages, most pupils achieve the targets set for them by the school and agreed with the Local Education Authority (LEA). Pupils who do not have special educational needs (SEN) usually attain expected levels in English, mathematics and science in National Curriculum assessments at the end of key stages 1 and 2. Pupils succeed regardless of their social, ethnic or linguistic background.

- 49 There were only two pupils in year 2 in 2007. This is too small a number to make meaningful statistical comparisons with the performance of pupils in all primary schools in Wales at the end of key stage 1.
- 50 There were eight pupils in year 6 in 2007. This, also, is too small a number to make reliable statistical comparisons of the performance of pupils in Llanover with that of all pupils in Wales. In as much as comparisons are possible, the percentage of pupils attaining the expected level 4 at the end of key stage 2 was in the bottom 25 per cent when compared with similar schools (those with less than eight per cent of pupils entitled to free school meals). However, the performance of pupils with special educational needs disproportionately affects the overall percentage of pupils attaining the expected level 4 in all three core subjects because of the small numbers involved.
- 51 There is no marked difference in the relative achievement of boys and girls, but girls usually perform better than boys in English. This is in line with national patterns of performance. Results in the three core subjects fluctuate from year to year according to the strengths of individual pupils in each year group.
- 52 Pupils with special educational needs (SEN) generally make good progress relative to their abilities and usually achieve the targets that are set each term. However, in key stage 2, they sometimes struggle with the reading demands of some of the texts presented to them and, on occasion, their work is incomplete. More-able pupils in key stage 1 achieve well in all subjects. More-able pupils in key stage 2 do not achieve their full potential in English.
- 53 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
- 54 From a generally good level of attainment on entry to school, children under five make further good progress in developing their speaking, listening, reading and writing skills. They converse confidently with one another and with adults. They read with interest and enthusiasm and write clearly, sometimes at exceptional length, for their age.
- 55 In key stage 1, pupils progress well and achieve good standards with no important shortcomings in using their speaking, listening, reading and writing skills. They confidently apply these skills in all aspects of their work across the curriculum.
- 56 In key stage 2, pupils use their speaking and listening skills effectively to discuss work in progress with their peers. Good features outweigh shortcomings in pupils' application of their reading and writing skills across the curriculum. Pupils are generally competent readers and writers, but they do not use their reading skills sufficiently to engage in independent research and their writing in different subjects often lacks individuality.
- 57 In both key stages, pupils' numeracy and information and communications technology (ICT) skills are developing well. They use these skills purposefully to support their work in a range of subjects across the curriculum.

- 58 Pupils in reception/key stage 1 make good progress in using their bilingual skills. They respond naturally, and with increasing confidence, to their teacher's questions and instructions. However, the good features evident in pupils' bilingual skills in reception/key stage 1 are not developed sufficiently as they move through the school. Although there are some good features in pupils' bilingual skills in key stage 2, there are shortcomings in important areas. Pupils lack confidence in using Welsh incidentally throughout the day because they have infrequent opportunities to do so.
- 59 Throughout the school, pupils have positive attitudes towards learning, listen carefully to their teachers and engage with the tasks set them. They persevere to the best of their abilities even when, in the key stage 2 class, work is not always sufficiently challenging for older, more-able pupils and younger, less-able pupils struggle with some of the content of lessons.
- 60 Children in the reception/key stage1 class are developing the capacity to work independently and are encouraged to make their own choices and decisions. They understand what they are doing and what they need to do to improve and are eager to explore and apply their knowledge and skills to new learning situations. Pupils make good progress towards fulfilling their potential and moving on to the next stage of learning.
- 61 When given the opportunity, pupils in key stage 2 work well in pairs and small groups, supporting each other and ensuring everyone makes a contribution. They make good progress in acquiring factual knowledge, but opportunities to work and learn independently are more limited. Pupils therefore tend to be reliant upon the teacher or support assistant to direct them.
- 62 In key stage 2, pupils' understanding of personal targets for improvement in the core subjects is at an early stage of development. However, when encouraged to evaluate their own performance in subjects such as physical education, they demonstrate a good capacity to identify areas for improvement.
- 63 Pupils' behaviour and their attitudes towards learning are good and they demonstrate care and consideration for others. A clear code of conduct exists and pupils understand what is expected of them. They are aware of the consequences imposed for inappropriate behaviour and appreciate the need for class and school rules, which they perceive as fair. Pupils are friendly, sociable and relate well to staff, visitors and each other. A particularly strong feature is the way in which older pupils support younger ones.
- 64 Attendance rates for the past three terms average 92.8 per cent which is slightly above national rates of attendance for pupils of primary school age and broadly in line with local authority rates of attendance. The school is working diligently to improve attendance rates but is hampered by the number of parents who withdraw their children for holidays during term time.
- 65 A significant proportion of the school's population is transient and this situation also has an adverse impact on attendance rates. During this academic year

nine pupils have left the school and one pupil has enrolled. Whilst most pupils transferred to other local schools, pupils sometimes are withdrawn from school without explanation. The school makes every effort to trace these pupils and keeps them registered at the school until a satisfactory explanation can be found.

- 66 Most pupils are punctual and keen to attend school but despite the school's best efforts a few pupils arrive late for the start of the school day. Registration is conducted efficiently and lessons start promptly. The school meets all National Assembly for Wales (NAW) statutory requirements with regard to attendance.
- 67 Pupils' personal, social, moral and wider development is good. The positive ethos of the school and the moral and spiritual content of collective worship help pupils develop a secure set of personal values to guide them. Pupils demonstrate kindness, honesty and fair play in their dealings with adults and their peers.
- 68 Through their work in Personal and Social Education (PSE), Religious Education and geography, pupils are learning to recognise and respect the diversity of beliefs and cultural traditions in society. They understand that everyone should be treated equally and without discrimination or favouritism.
- 69 The school successfully prepares pupils for effective participation in the work place and the community. Good use is made of the locality as a learning resource and educational visits enhance pupils' learning in many curriculum areas, including the work-related curriculum.

## The quality of education and training

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

#### Grade 3: good features outweigh shortcomings

70 The inspection findings match the school's self-evaluation of this key question.

71 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	50%	50%	0%	0%

72 The quality of teaching compares unfavourable with the quality of teaching in Wales as reported in Her Majesty's Chief Inspector Annual Report (2006-07) of 80 per cent of lessons being graded 2 or better. It also falls short of the Welsh Assembly Government targets for 2010 of 80 per cent of the teaching to be Grade 2 or better. Most of the lessons where the quality of teaching was judged to be good with no important shortcomings (grade 2) were in the reception/key stage 1 class.

73 A wide range of teaching strategies and resources, including games and practical activities, effectively stimulates pupils' interest and enjoyment in lessons in the reception/key stage 1 class. The outdoor environment is used particularly well further to consolidate and extend their learning. The enthusiasm and expertise of the teaching assistant is used to extremely good effect to support pupils' learning.

74 In the best lessons in key stage 2, the teacher displays secure knowledge of the subject, makes lessons interesting and imparts knowledge effectively so that pupils have good recall of facts they have learned. Resources are well organised and used effectively, particularly the interactive whiteboard.

75 In less effective lessons in key stage 2, such as English, there is a lack of pace and too much teacher-talk that fails to maintain pupils' interest and attention. There are also insufficient opportunities for pupils to conduct their own investigations, to develop independence in learning and to reach and record their own, individual conclusions.

76 The excellent relationship between the teaching and support staff and pupils is an outstanding feature of the life and work of the reception/key stage 1 class. Adults have a deep knowledge and understanding of how young children learn and they display empathy with their personal and emotional needs.

77 In key stage 2, there are generally good working relationships and clear expectations of appropriate behaviour but there is some inconsistency of approach. A sense of humour is evident, and appreciated by pupils, but occasionally there is an over-reaction to minor misdemeanours or lapses of

concentration. There is also a degree of insensitivity towards pupils' personal and emotional needs.

- 78 Throughout the school, lessons have clear learning objectives that are shared with pupils so that they understand the purpose of their tasks. Detailed planning in the reception/key stage 1 class, including the adaptation of learning experiences to suit children's level of understanding and maturity, ensures that they are confident in their learning and achieve well.
- 79 An important shortcoming in the quality of teaching in key stage 2 is the lack of planning to meet learners' individual needs. With the exception of mathematics lessons, where the scheme of work enables pupils to work at different levels, most lessons are targeted at older pupils. Younger and less-able pupils access lesson content with the help of the support assistant, whose role is crucial in interpreting material that is beyond their current reading abilities. At the same time, tasks for more-able pupils offer an insufficient level of challenge and they could achieve more.
- 80 A bilingual ethos, and good use of incidental Welsh, is very evident in the reception/key stage 1 class. However, this good practice is not developed on a daily basis in key stage 2, where insufficient opportunities are given to pupils to reinforce and make confident use of everyday language patterns.
- 81 Arrangements to assess pupils' achievements and to use the information to improve learning have good features which outweigh shortcomings. Statutory requirements for assessing and reporting on National Curriculum levels are met and records are in place for every pupil.
- 82 A collection of samples of pupils' work indicates standards they should achieve year on year and provides useful support to teachers in judging the standards pupils attain. A cluster of local schools moderates pupils' work. Samples of moderated work have been put in a portfolio by the LEA and used as a tool to strengthen teacher assessment at key stage 2.
- 83 A well organised tracking system gives a clear picture of pupils' attainments and helps teachers to identify pupils with additional learning needs and to create suitable teaching groups.
- 84 Older pupils are in the early stages of self-assessment. Spelling journals are used to check spellings, which generate from their writing or are targeted for assessment. Pupils are generally aware of their individual targets for improvement and they are beginning to measure their own progress in relation to them.
- 85 Focused diagnostic marking is also a new initiative and there are some good examples of this in both key stages. Overall, however, assessment information does not inform future planning sufficiently in key stage 2.
- 86 Annual reports to parents about their children are detailed and informative but not always evaluative. Targets for the future are not included to help parents

support their children. However, they are given good opportunities to discuss their child's progress with the class teacher in a formal parents' evening twice a year. Parents also make full use of the school's open door policy to discuss any aspect of their child's progress and achievement.

**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**

- 87 The inspection findings match the school's self-evaluation of this key question.
- 88 The school provides equal access to a broad, balanced and relevant curriculum which meets the interests of learners and legal requirements.
- 89 Children get a good start to school life and cross-curricular topics are successfully interwoven in the reception/key stage 1 class, giving them access to well planned learning experiences both indoors and outdoors.
- 90 There are well focused schemes of work for all curriculum subjects that ensure appropriate coverage of the National Curriculum programmes of study. Skills ladders are planned for all subjects to provide continuity and progression in learners' experiences. Homework is well planned to support and extend pupils' learning.
- 91 In both key stages, teachers' planning identifies relevant opportunities for pupils to develop their key skills of speaking, listening, reading, writing, numeracy and use of ICT. Although the school has developed some new initiatives, the provision in key stage 2 does not ensure that pupils' reading and writing skills are regularly developed and extended independently across the curriculum.
- 92 An outstanding feature of the school is the provision to broaden and enrich learners' experiences through extra-curricular activities. Pupils gain valuable new skills as a result of participation in football, rugby, cricket, tennis and cross country running.
- 93 Visits to places of interest such as Llantarnam Grange, Big Pit, St. Fagan's Museum of Welsh Life, Caerleon College, Oxwich Bay and residential visits to an outdoor pursuits centre are linked extremely well to curricular subjects and greatly enhance pupils' learning experiences.
- 94 Many visitors to the school complement and extend the curriculum. For example, individuals from the community enrich pupils' knowledge about changes in the life of the village.
- 95 Pupils have access to a relevant PSE programme, in line with national recommendations. They have good opportunities to empathise with the values and opinions of others. A local drama organisation has strong links with the school and makes a valuable contribution to this aspect of pupils' development.

- A Police Liaison Officer works well with pupils on other PSE issues such as drugs misuse.
- 96 The impact of 'Circle Time' on pupils' personal and social development, however, is not always fully effective. When whole school 'Circle Time' takes place, the age range from reception to year 6 is too wide for the content to be of significant benefit to all pupils.
- 97 Appropriate learning experiences and collective worship successfully promote pupils' spiritual, moral, social and cultural development. The local vicar makes an important contribution to pupils' moral and spiritual development and pupils are given opportunities to reflect on issues raised. A significant emphasis is placed on promoting an understanding of diversity, the importance of showing respect and developing a sense of responsibility towards each other. Pupils organise sponsored events to raise money for charitable organisations such as the NSPCC.
- 98 The provision for cultural development is good. Pupils participate in a wide range of events in the village and visit museums and theatres. They gain a variety of experiences through drama, story-telling and music workshops. Visitors from other countries, such as Korea, make pupils aware of the diversity of other cultures.
- 99 The school is at the heart of the community and there are outstanding partnerships with parents, the local community, schools and colleges. The standard of communication to parents includes meticulous information about all the school's activities. There are also good links with the local press which highlight school achievements and raise the school's profile in the local community.
- 100 Parents enthusiastically support the school. They raise much appreciated funds to provide additional resources. The school has strong links with a local nursing home and they make good use of the village hall and chapel for school performances, where they are well supported by local people.
- 101 A 'Forest School' leader promotes the school's outdoor education extremely well.
- 102 The school participates fully in physical activities with other small schools in the area. There are also effective links with the local secondary school and college, enabling students to gain beneficial practical experience within the school.
- 103 The school's commitment to work-related education is good. Pupils' learning is enriched by a range of productive partnerships with local employers and relevant agencies, including the Education Business Partnership. Teachers successfully address the vocational aspect of the PSE programme and a range of well-planned visits to commercial and retail sites enhances pupils' understanding of the world of work. Teachers have undertaken a range of relevant business placements which have enhanced professional development and enriched curriculum provision for pupils.

- 104 The Cwricwlwm Cymreig, the Welsh dimension to the curriculum, has a prominent place in a number of the school's activities. These effectively develop pupils' awareness and knowledge of aspects of Welsh culture, such as the study of Welsh artists. Pupils' bilingual skills are promoted in a very natural, unobtrusive way in reception/key stage 1. However, pupils are not given enough opportunities to build upon their previous language skills in other contexts in key stage 2.
- 105 The school successfully tackles social disadvantage and challenges gender stereotyping. Pupils have equal access to the curriculum and all other facilities in the school.
- 106 The standards in, and provision for, education for sustainable development and global citizenship are good. As part of the 'Eco Schools' award scheme, the school has received the bronze and silver awards in recognition of its commitment to conservation and the environment.
- 107 The whole school community demonstrates a strong commitment to the environment and makes good efforts to act in a sustainable way. Pupils are involved in re-cycling schemes and regularly consider issues of sustainability and how to manage energy and water consumption. Global citizenship is well promoted. Pupils have a good awareness of the lives of children on other continents and the global forces that shape their lives.
- 108 The school promotes entrepreneurial skills well. All pupils take part in enterprise activities where they design, make and sell goods for a profit. They are involved in raising funds for the school and for charity and they are enthusiastic, enterprising and committed in their approach. In addition, pupils have regular opportunities to develop their problem-solving skills and contribute to the decision-making process through their work on the School Council and Eco Committee.
- 109 Good features outweigh shortcomings in the school's commitment to national priorities for lifelong learning and community regeneration. Whilst the school has developed good foundations for the transition of pupils between primary and secondary school, the learning experiences offered to pupils in key stage 2 do not yet encourage pupils to take more responsibility for their own learning.
- 110 The head teacher, staff, pupils and governors are strongly committed to the local community and are supportive of community initiatives. The school is very effectively helping pupils to recognise their role as citizens and how they can make a positive contribution to the community in which they live.

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

**Grade 2: good features and no important shortcomings**

- 111 The inspection findings do not match the school's self-evaluation of grade 3 for this key question. The inspection team judged that there were sufficient good

features and few shortcomings in the way the school cares for, guides and supports pupils and therefore awarded a grade 2 for this key question.

- 112 The head teacher and staff know pupils extremely well and effective whole school procedures have been established to monitor and support pupils' progress, development and welfare.
- 113 The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and met. Parents and carers are encouraged to become fully involved. The school listens carefully to them and their views are well considered and acted upon.
- 114 Pupils are given regular opportunities to contribute to decision-making. The School Council is a good forum for pupils to work together and develop their personal and social skills. Councillors undertake their duties seriously and they feel the school listens to them and often acts upon their recommendations.
- 115 Adults in the school provide good support for children when they enter school for the first time. Children settle quickly and confidently into their new school environment. Effective induction procedures ensure pupils are well supported when transferring to secondary school. Parents are pleased with the school's induction procedures.
- 116 The monitoring of behaviour, attendance, punctuality and performance is effective. Early action is taken to deal with any issues that arise. The head teacher and secretary monitor attendance and punctuality carefully. Effective follow-up procedures are in place, including regular liaison with the education welfare service.
- 117 The school has also implemented clear policies and procedures to promote good behaviour, which work well.
- 118 Teachers monitor pupils' academic performance but their role in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress, is not yet fully developed across the school. The school has identified this as an area for development in its current School Improvement Plan (SIP).
- 119 The school has clear, well-documented procedures for assuring pupils' health, safety and well-being, which are implemented carefully by staff and the governing body. Arrangements for dealing with accidents and emergencies are well established and effective and pupils are well supervised at all times.
- 120 The school successfully promotes the importance of a healthy diet and lifestyle and pupils regularly take part in many sporting and physical activities that contribute to their health and well-being.
- 121 The school has an appropriate policy and set of procedures to deal with child protection issues and takes into account national guidelines. The head teacher is the designated member of staff with responsibility for child protection and she ensures all adults are fully aware of the correct procedures to be followed and

that training is regularly updated. The school has developed positive working partnerships with social services and other external welfare agencies.

- 122 The provision for pupils with additional learning needs conforms to the statutory requirements of the Code of Practice and the framework for inclusive education.
- 123 Pupils' needs are identified at an early stage. The school makes effective use of standardised tests to monitor pupils' progress and identify any areas of underachievement. Pupils' strengths and weaknesses are discussed and the information is used well to plan improvement programmes.
- 124 Individual education plans (IEPs) are prepared for pupils on the SEN register. The arrangements for reviewing these plans are appropriate. IEPs contain suitable targets to be achieved and details the small steps that pupils need to master. Parents are consulted when concerns are first identified and through regular reviews of progress in relation to the IEP.
- 125 The head teacher, as Additional Learning Needs Co-ordinator, is well informed about the pupils' needs. She ensures that good additional support is provided for pupils through accelerated learning sessions with visiting specialist support teachers. Learning assistants effectively support pupils with SEN in the class situation. However, the tasks for pupils with special needs in key stage 2 are not sufficiently modified to match their ability and meet their individual needs.
- 126 The school co-operates effectively with LEA agencies such as speech and language therapists to ensure that a close eye is kept on pupils' progress and to promote their development. Members of staff successfully ensure that pupils' behaviour does not impede their own progress or that of others.
- 127 The quality of provision for equal opportunities is good. Appropriate account is taken of pupils' social, educational, ethnic and linguistic backgrounds and the school ensures that all pupils have equal opportunities to participate in lessons and school activities. Stereotypical views are challenged robustly by staff.
- 128 Good race relations are promoted through the overall supportive nature of the school, through aspects of the PSE programme and through the school's effective policies for equal opportunities and racial equality. Staff and pupils recognise, respect and celebrate diversity.
- 129 The school takes all reasonable action to secure the equal treatment of disabled pupils and is aware of its responsibilities under the Disability Discrimination Act (2005). An accessibility plan is in place and the school is in the process of developing a new disability equality scheme to meet current requirements.
- 130 The school has developed good strategies to deal with oppressive behaviour, including bullying, racial discrimination and all other forms of harassment. Such incidents are very rare and the school functions well as an inclusive, supportive community.

## Leadership and management

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

#### Grade 2: good features and no important shortcomings

- 131 The inspection findings do not match the school's self-evaluation of grade 3 for this key question. This is because the inspection team found that the leadership of the school provides very clear direction and vision for its future.
- 132 The head teacher has been in post for less than two years. Since her appointment she has tackled the task of improving the quality of provision and raising standards with great energy and commitment and has a clear vision of what needs to be done.
- 133 The school's aims have been reviewed and updated and include the views of pupils, staff and the governing body. They share a clear vision of the school being at the centre of the community and for all children to achieve their full potential. The school's values are clearly reflected in its daily life.
- 134 Many policies and school documentation, including the prospectus, staff handbook and schemes of work, have been reviewed and updated and now provide clear guidance on all aspects of the school's work.
- 135 The school takes very good account of Welsh Assembly Government and LEA priorities. The head teacher undertakes an audit of local and national priorities and identifies whether the school is at the 'developing', 'embedded' or 'action for improvement' stage of development. Those priorities identified as needing 'action for improvement' are then included in the School Improvement Plan (SIP). Many of the priorities identified during the last year have been achieved.
- 136 Links with parents and the community have been greatly strengthened and the local environment is now used extensively as a stimulation and support for learning. The school has received the Silver 'Eco Schools' award and Phase 3 of the 'Healthy Schools' award ahead of schedule. In addition, it has recently achieved the Intergenerational Award for its work with older people in the community.
- 137 Systems for the performance management of teaching and support staff have been effectively established. The head teacher and key stage 2 teacher have targets for improvement that are included in the SIP. Relevant opportunities for continuing professional development are well planned and reviewed in relation to the individual needs of members of staff and whole school priorities identified in the SIP. For example, both members of the teaching staff have attended courses in self-evaluation.
- 138 The governing body provides a valuable, balanced range of expertise and experience which they use effectively to the benefit of the school. In the context of a small school, they perform a vital role in helping to set its strategic direction

and in supporting and constructively challenging the head teacher in her leadership and management role. For example, they analyse targets set for individual pupils and ask questions if expected targets are not achieved. They regularly review progress towards targets in the SIP.

139 Individual members of the governing body are actively involved in the school, for example, by helping in class. A formal rota has recently been established for governors who take an interest in a particular subject or area to provide support in class and therefore become more informed, from first hand experience, about strengths and areas for development in 'their' subjects.

140 The governing body meets regulatory and legal requirements.

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

**Grade 2: good features and no important shortcomings**

141 The inspection findings do not match the school's self-evaluation of grade 3 for this key question. The school's grading recognises that planned improvements need more time fully to embed. The inspection team found, however, that self-evaluation and planning for improvement are effective and that many improvements are already evident in the quality of the provision.

142 The self-evaluation process accurately reveals the strengths and areas for development of the school. All members of staff and the governing body are involved and the views of pupils, parents and the LEA are sought and taken into account in the evaluation of the school's performance.

143 There is a regular programme for monitoring the performance of teaching and support staff. The head teacher invites colleagues from the LEA to monitor her teaching in order to help identify personal areas for improvement. Monitoring of her colleague's performance has indicated similar areas for improvement that have been identified by the inspection team.

144 In addition to monitoring the quality of teaching and standards in pupils' work, the head teacher analyses information from standardised tests in English and mathematics to reveal those areas that pupils find difficult. Teaching and additional support are consequently well directed at those areas.

145 The head teacher, with the support of the governing body, clearly identifies key priorities and draws extensively on a wide range of sources of support in order to bring about improvements, including those provided by the LEA. For example, following the identification of shortcomings in the quality of English teaching in key stage 2, an English specialist has worked in the class and helped develop the teacher's subject knowledge and range of teaching strategies.

146 The school's Self-Evaluation Report is an extremely detailed document, closely written in accordance with the criteria in the Estyn Inspection Framework. It

provides a wealth of evidence to support judgements made. In June 2008 the school achieved Investors in People status in recognition of its work in developing strategies to improve its performance and effectively implementing them.

- 147 Measurable improvements in the quality of provision are evident in many areas since the head teacher assumed leadership of the school. In addition to the improvements described in key question 5, other improvements include the successful establishment of a pre-school playgroup and the subsequent increase in numbers of children expected to enter the school in September 2008. The school has also established a popular free Breakfast Club and greatly expanded extra-curricular activities.
- 148 There have been some improvements in the quality of teaching in key stage 2 as a result of the additional support provided, but these improvements need more time fully to embed and to impact on standards, as acknowledged by the school.
- 149 The overall findings of the school's Self-Evaluation Report match those of the inspection team in key questions 1, 2 and 3. The inspection team awarded grade 2, instead of grade 3, to key questions 4, 5, 6 and 7 in recognition of the enormous amount of effective work that the head teacher, with the support of the governing body and staff, has put into bringing about improvements in a very short space of time.
- 150 There has been a complete change in the leadership, teaching and support staff since the last inspection in 2002. The key issues for action identified then therefore applied to different people and procedures. Nevertheless, as a result of the effective self-evaluation process now established, the school is making good progress overall in tackling those key issues that are pertinent to the current situation.

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

##### **Grade 2: good features and no important shortcomings**

- 151 The inspection findings do not match the school's self-evaluation of grade 3 for this key question. This is because the inspection team judged that there were sufficient good features, and few shortcomings, in the deployment of staff, use of the accommodation and management of resources. They therefore awarded a grade 2 for this key question.
- 152 The school is very generously staffed for the number of pupils on roll. Teachers are suitably qualified to teach the curriculum. The head teacher has a heavy teaching commitment as well as having the main responsibility for management decisions.
- 153 Both teachers are well supported by dedicated Learning Support Assistants who contribute considerably to pupils' education, including a particular focus on

pupils identified as having additional learning needs. Students from the local college also make a valuable contribution.

- 154 Staff involved in breakfast and after school clubs, as well as lunchtime staff, provide a caring and supportive environment for the pupils, as well as enriching their learning. Good support given by the secretary and ancillary staff in the day-to-day running of the school reflects its strong community ethos.
- 155 All learners have access to a very good range of materials and resources that are well matched to their needs, including ICT and physical education equipment. The interactive whiteboard is used well as a learning aid. An adequate range of books is accessible to all learners. Resources from within the community, such as places of cultural interest, are also used extremely well to enable pupils to benefit from direct experiences.
- 156 The school environment, both indoor and outdoor, most notably the garden and outside area, provide excellent opportunities for reception/key stage 1 pupils. The accommodation is well kept and homely, though in need of some repair and redecoration in places. The indoor facilities are welcoming and attractive and good use is made of the available space as a setting for effective learning and teaching. The hall has been cleared since the head teacher's appointment so that it now provides adequate space for PE lessons.
- 157 The pleasant surroundings are both safe and stimulating. The immediate locality is used extremely well to support pupils' work across the curriculum. They study, for example, the history and geography of Llanover village and the river Usk.
- 158 Members of staff are committed to developing their own professional skills. Much of the good teaching seen at the school shows the positive effect of the training attended and good knowledge of current developments.
- 159 Teachers have suitable time for planning, preparation and assessment (PPA). An experienced supply teacher who knows the school well is effectively employed to teach classes during this time. Additional teachers who regularly visit the school provide good support for pupils with additional learning needs and for music. A number of volunteers from the community make a much valued contribution to pupils' learning through activities such as helping them with their reading or providing extra-curricular activities such as the Cricket Club.
- 160 The school functions within its budget. This is closely monitored by the governing body which includes a member with professional financial expertise. Additional financial support from 'friends of the school' ensures that the school is well resourced.
- 161 The school is also adept at seeking additional funding from a wide variety of sources. For example, the head teacher successfully applied for a Rural Communities Action Grant, which enabled the school to set up the pre-school playgroup that eleven children currently attend.

162 The very effective partnership between the governing body and head teacher ensures that resources are reviewed and monitored in accordance with the SIP. The inspection team therefore judged that the school ensures 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 3 – good features outweigh shortcomings**

#### Good features

- 163 In key stage 1, all pupils listen extremely well to instructions and stories and respond appropriately, making relevant comments. They use talk competently to share experiences, to discuss possibilities and to work in pairs in planning their work.
- 164 They understand, and enjoy using, an increasingly wide vocabulary in their discussions of stories they have heard or read.
- 165 Pupils make a very good start to reading from an early age and by year 2 they are confident readers. They apply their knowledge of letters and sounds effectively when encountering unusual words. Year 1 pupils have good recall of the content of their reading and are beginning to use non-fiction books to find information. By year 2, pupils can summarise the main points in a story. All pupils in key stage 1 have a positive, enthusiastic attitude to books and reading.
- 166 During key stage 1, pupils make good progress in all aspects of their writing. They write for a wide range of purposes and in a good variety of forms. Pupils of all ages and abilities write confidently, at increasing length and with growing independence. They use ICT well to word process their work.
- 167 Regular handwriting practice enables pupils in key stage 1 to develop good letter formation, to progress from a printed to a joined hand and to produce well spaced, legible writing. Their spelling of common words is usually accurate and they make good attempts at irregular words.
- 168 In key stage 2, pupils continue to make good progress in using their listening and speaking skills. They understand the differences between 'partner' and 'class' voices when discussing their work in groups or as a whole class. When given the opportunity, they effectively extend their initial responses to questions.
- 169 Pupils read a variety of texts. By year 4, they have a good understanding of the difference between fiction and non-fiction. They know how to locate a book on a particular subject in the library and how to use contents and index pages to find specific information. By year 6, most pupils read fluently. More capable readers read expressively, dramatising the voices of characters in a story, and pay good attention to punctuation to help them derive meaning from the text.
- 170 Pupils write in a range of genres, including stories, instructions, recipes and letters. They are becoming familiar with the structure and key features of reports. Older and more-able pupils have a good understanding of these

features. For example, a more-able pupil in year 4 said, "The first paragraph describes the title".

171 Pupils increasingly develop the ability to plan, draft, review, edit and redraft their work, sometimes using ICT. Their spelling is generally of a good standard, according to their age and ability. By year 4, most pupils' handwriting is joined and legible. By year 6, pupils use an appropriate range of punctuation in their writing.

### **Shortcomings**

172 Pupils in key stage 2 are unfamiliar with a wide range of authors and poets.

173 The written work of less-able and younger pupils in key stage 2 is sometimes incomplete and not well presented.

174 In key stage 2, pupils infrequently write poems or longer, more complex pieces using imaginative, interesting vocabulary.

## **Welsh second language**

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

**Key stage 2: Grade 4 – some good features but shortcomings in important areas**

### **Good features**

175 In key stage 1, pupils make good progress in responding appropriately to simple instructions in Welsh and they exchange greetings with confidence.

176 Year 1 and 2 pupils can discuss colours and days of the week, name parts of the body and use a range of vocabulary to discuss the weather. They are happy to express their likes and dislikes, with good pronunciation. Pupils use the acquired vocabulary well in cross-curricular activities.

177 Pupils have a good grasp of language patterns such as "*Oes cath gyda ti?*", which they use confidently in role play in a vet's surgery.

178 Their new vocabulary is extended well when using the past tense to explain what they saw, "*Gwelais i pili pala, llygoden*" etc. Pupils use new vocabulary and reinforce their knowledge effectively when singing a range of songs. They clearly enjoy using the Welsh language.

179 Pupils' reading skills are developing well in key stage 1. By the end of year 2, pupils read simple texts clearly and respond by referring to significant details.

180 A few Key Stage 2 pupils understand and respond to simple questions such as, "*Pwy wyt ti?*", "*Oes chwaer/brawd 'da ti?*" or "*Pa ddiwrnod ydy hi?*" A minority of older pupils respond accurately to simple questions about the weather and likes

and dislikes in relation to food. A few can express simple information and respond to varying vocabulary and patterns.

181 During the inspection, a successful lesson was observed when pupils made good use of the past tense when working in groups to question one another about holidays, using patterns such as "*Ble est ti?*," "*Beth welest ti?*" and "*Beth gest ti?*". All pupils could repeat the patterns and communicate simple information when referring to specific holiday destinations.

### **Shortcomings**

182 Nearly all key stage 2 pupils have an insecure recall of vocabulary and sentence structures from previous lessons.

183 In key stage 2, pupils lack confidence and do not read meaningfully in Welsh at levels expected for their age and ability.

184 Key stage 2 pupils' ability to write in Welsh is underdeveloped.

## **Mathematics**

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

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

### **Good features**

185 Year 1 and year 2 pupils have a good understanding of place value and they read, write and arrange numbers with increasing accuracy. Year 1 pupils count well in odd and even numbers and use their numeracy skills well to count coins and decide the total of money spent.

186 In key stage 1, pupils develop their investigative skills well to match numbers and to add and subtract. By year 2, they recognise patterns in a hundred square and can count confidently using two digit numbers to make a hundred. They can also count in multiples of 5,10 and 20 and make relevant predictions about number sequences. Older and more-able pupils can predict and have a good understanding of larger numbers.

187 Pupils in year 2 apply their skills to good effect when measuring length and understand the units of mass. They investigate number patterns and effectively discover lines of symmetry.

188 Key stage 1 pupils understand and use the language of number, shape and comparatives well, for example, 'highest', 'lowest', 'before', 'odd' and 'even'. They have a good understanding of the use of a calculator for adding and subtracting.

- 189 Pupils explore, recognise and compare simple fractions well and are able to incorporate new vocabulary relevant to the task. They are increasingly able to find halves and quarters of numbers.
- 190 Key stage 2 pupils remember readily, and understand, a good range of previous work. They have a good understanding of the four rules and the language of number such as factors, square and rectangular numbers. They explore number sequences and more-able pupils offer sound answers to number problems when working mentally.
- 191 Older and more-able pupils in key stage 2 handle decimals correctly. They have a developing understanding of the value of fractions and, through investigation, find different strategies to recognise equivalent fractions.
- 192 Pupils' understanding of shape is good. Older pupils can distinguish between acute and obtuse angles and accurately name the properties of different triangles. Year 5 and 6 pupils successfully apply their knowledge of multiplication to calculate the area of rectangles.
- 193 Year 4 pupils recognise the equivalence between 12 and 24 hour clock times when they record a train journey. By the end of key stage 2, more-able pupils use appropriate mathematical vocabulary well and recall mathematical facts accurately.

### **Shortcomings**

- 194 There are no important shortcomings.

<b>Science</b>
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**Key stage 1: Grade 2 – good features and no important shortcomings**

**Key stage 2: Grade 3 – good features outweigh shortcomings**

### **Good features**

- 195 In key stage 1, pupils make good progress in developing their understanding of all aspects of the science curriculum.
- 196 Through direct observation, pupils become increasingly knowledgeable about the variety of life in a given habitat. They can describe the basic conditions that animals and plants need to survive and can name the parts of a flowering plant. They observe the differences when potatoes are grown under different conditions. They know that plants change through the seasons and that trees are either evergreen or deciduous.
- 197 Key stage 1 pupils have a good understanding of life processes through their study of a variety of creatures. Pupils observe mini-beasts closely in their natural environment. They demonstrate their understanding of the life cycle of a

caterpillar through play, showing how it changes into a cocoon and then into a butterfly. They can also explain the life cycle of a frog.

- 198 Through investigation, pupils can predict what food a snail would eat in a packed lunch. They use sensitive scales effectively to weigh and record the evidence.
- 199 Pupils recognise similarities between themselves and other pupils and prepare graphs to compare hair, eyes and feet. They have a good understanding of what is required to keep healthy and record effectively when making a survey.
- 200 Older key stage 1 pupils confidently explain the use of a switch to stop the flow of electricity to light a bulb. They can demonstrate what materials are attracted to a magnet. Pupils explore materials, find out about their uses and their properties and recognise how materials change when heated or frozen.
- 201 All key stage 2 pupils have a secure understanding of electrical circuits and they experiment to find out what affects the brightness of a bulb. They know that some materials are better than others as conductors and insulators.
- 202 Years 5 and 6 pupils have a good understanding of the functions of different parts of a plant and know about the process of pollination in flowering plants. In their experiments on forces, they learn that forces change the speed of things and they measure accurately in newtons.
- 203 In key stage 2, pupils use an increasing range of vocabulary to describe the properties of materials. They explore changes in materials and recognise those that can be reversed and those that cannot. They identify the characteristics of different rocks and have a good understanding of permeability and impermeability after conducting an investigation. Pupils know that the different properties of rocks might affect the uses of them.
- 204 Pupils gain information from secondary sources and show a good understanding of the need to conduct fair experiments and observe and measure systematically.

### **Shortcomings**

- 205 Pupils' ability to use independent skills in observation, prediction and recording are underdeveloped in key stage 2.

## **Geography**

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

**Key stage 2: Grade 3 – good features outweigh shortcomings**

### **Good features**

- 206 Through their walks around Llanover village, pupils in key stage 1 use their observation skills well to collect information about the local area and its

characteristics. They offer a good variety of answers to geographical questions such as 'Where is it?' and 'What is it like?' Pupils demonstrate increasingly sophisticated ideas about what might attract people to the area.

207 Pupils make good progress in communicating ideas about their locality in a range of forms including photographs, drawings and writing. By year 2, pupils write thoughtful pieces using appropriate geographical vocabulary. They know that Llanover is near Abergavenny and that it has a park, canal and a stream.

208 Pupils in key stage 1 make good progress in using maps and plans. After making their own simple maps of the garden, pupils can plan a route to collect fruit from a certain point in it. By the end of the key stage, pupils competently use simple co-ordinates.

209 During key stage 2, pupils develop sound factual knowledge of the geographical topics they study and further extend their understanding and use of geographical vocabulary. For example, younger pupils can name the countries of the United Kingdom and older pupils use terms such as 'population' accurately, in context.

210 On a field trip to the river Usk, key stage 2 pupils demonstrate good observation skills. They use a trundle wheel and stop watch accurately to calculate the speed of the current. Older pupils offer good explanations of processes such as erosion and deposition and good descriptions of features such as river cliffs and meanders. They understand the individual's responsibility for the environment, for example, the importance of closing gates in the countryside.

211 Younger pupils in key stage 2 know how to use co-ordinates to pinpoint a place on a map. Older and more-able pupils understand symbols on an ordinance survey map and how they relate to the area around the river they are studying.

212 Through their study of Kenya, key stage 2 pupils make good progress in understanding the differences and similarities between their own lives in Wales and those of people in a less economically developed country.

### **Shortcomings**

213 In key stage 2, pupils do not acquire and apply a widening range of independent geographical enquiry skills and draw and record their own individual conclusions.

214 Younger and less-able pupils often do not complete their work because tasks are too demanding for them.

<b>Physical education</b>
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**Key stage 1: Grade 2 – good features and no important shortcomings**

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

215 During the inspection one lesson in gymnastics was observed in key stage 1. A gymnastics lesson was also observed in key stage 2 instead of the planned games lesson which had to be cancelled because of wet weather.

### **Good features**

216 Pupils in key stage 1 clearly enjoy exercise and know that it helps to keep them fit and healthy. They dress appropriately, move sensibly to the hall and find an appropriate space in which to move. They build very well on the skills they learn and practise in previous lessons and listen and respond readily to instructions.

217 Pupils demonstrate good understanding of symmetrical body shapes and can imitate a shape modelled by a partner. Pupils work well with their partners, trying out ideas and developing a variety of imaginative shapes with increasingly good control and balance.

218 By year 2, pupils create complex shapes using their two bodies. They evaluate one another's work well and find relevant points for improvement. All pupils enjoy extending their work on symmetrical shapes to dance movements and respond expressively to the music.

219 Pupils in key stage 2 display a good understanding of the health and safety aspects of physical exercise. They get mats out efficiently and make good use of the space available to practise and refine different ways of travelling across them.

220 Pupils of all ages and abilities find a good variety of ways to move using different parts of their bodies. Younger pupils are willing to attempt unusual moves, while a few older, more confident, pupils create quite novel modes of travel. They evaluate one another's performance well, suggesting, for example, different ways to use their arms for better balance.

221 By year 6, pupils build a considerable degree of sophistication and challenge into the movement sequences they create and show good control, balance and co-ordination. They work well in pairs to develop contrasting shapes

222 Throughout their time in the school, pupils swim once a week and, as a result, make excellent progress. By the end of key stage 2 nearly all pupils achieve Level 4 (swim 25 metres on two strokes) and a few exceed this target.

223 An excellent range of extra-curricular sports clubs, in which many pupils participate, further extends their skills in games, athletics and gymnastics.

### **Shortcomings**

224 There are no important shortcomings.

## **School's response to the inspection**

The staff and governors of the school welcome the inspection report. We are delighted that the report recognises that the school successfully fulfils its aim of being at the heart of the local community and that links with parents and the community have become outstanding features of the school.

We are naturally pleased that the inspection team awarded grade 2 for key questions 5, 6 and 7, upgrading the school's self-evaluation of grade 3 for these key questions.

Pupils' behaviour and their attitude towards learning are good and they demonstrate care and consideration for others. A strong feature is the way in which older pupils support younger ones.

An outstanding feature of the school is the provision to broaden and enrich learners' experiences through extra-curricular activities.

The whole school community demonstrates a strong commitment to the environment. Situated within such a beautiful area, we know our children will continue to benefit from the opportunities afforded by our school.

An action plan will be put in place to address the recommendations in the report to improve the quality of teaching and standards in key stage 2.

The school would like to thank the inspection team for the professional manner in which they carried out the inspection of Llanover Primary School.

## Appendix 1

### Basic information about the school

Name of school	Llanover Primary School
School type	Community
Age-range of pupils	4 to 11
Address of school	Llanover Abergavenny Monmouthshire
Postcode	NP7 9EY
Telephone number	01873 880723
Head teacher	Sian McGrath
Date of appointment	April 2007 (substantive)
Chair of governors/ Appropriate authority	David Rolfe
Registered inspector	Stephanie James
Dates of inspection	16 to 18 June 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	3	4	2	1	4	3	7	24

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:2
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	12
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of school
Summer 2007	N/A	99.5%	93.3%
Autumn 2007	N/A	98.6%	93.1%
Spring 2008	N/A	97.6%	92.2%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2007</b>	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

### National Curriculum Assessment Results

#### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2007</b>	Number of pupils in Y6	8
As the number of pupils eligible for assessment at the end of key stage 2 was greater than four but fewer than 10, overall performance indicators only are included		

<b>Percentage of pupils attaining at least level 4 in English, mathematics and science by teacher assessment in 2007</b>			
In the school	63%	In Wales	74%

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection. The nominee from the school was the head teacher.

These inspectors visited:

- sixteen lessons or part lessons;
- all classes and
- acts of collective worship.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- the head teacher, governors, teaching, support and administrative staff, representatives of the Local Education Authority, representatives from the local community and groups of pupils during the inspection.

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Contributions to key questions 1 and 2 Key questions 5 and 6 Context Summary Recommendations Appendices English Geography Physical Education
Audrey Evans Team Inspector	Contributions to key questions 1, 2, 3 and 4 Key question 7 Welsh, second language Mathematics Science
Janet Warr Lay Inspector	Contributions to key questions 1, 3 and 4
Sian McGrath Head Teacher and Nominee from the school	Contributions to team meetings and provision of information
There was no peer assessor on this inspection	

The contractor was:

Partneriaeth Dyfri Partnership  
Awel Tywi  
Llandovery  
Carmarthenshire  
SA20 0EX

### Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.