

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

A Report on the Quality of Education in

**Millbrook Primary School
Parrett Road
Bettws
Newport
NP20 6DQ**

School Number: 6802317

Date of Inspection: 02/02/09

by

**Michael T. Ridout
78730**

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Millbrook 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 Millbrook Primary School took place between 02/02/09 and 12/02/09. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Millbrook Primary is a community school for boys and girls aged four to eleven years. It was established in September 2007 following the amalgamation of the Millbrook Infant and Junior Schools. In total there are 204 pupils on roll organised in eight classes. There are 32 children under five in reception. There are no children of nursery age. The average class size is 25.5. There are 11.6 teachers, including the head teacher and three part-time teachers. There are seven learning support assistants (LSA).
2. The school is situated in Bettws and serves a large housing estate on the outskirts of the City of Newport. There are some privately owned homes but the majority is social housing. The school describes the locality it serves as economically disadvantaged and it is a designated Communities First area.
3. Around 31 per cent of pupils are entitled to free school meals; this is well above national and local averages. Four pupils are 'looked after' by the local authority. There are a few pupils from ethnic minorities for whom English is an additional language. The first languages spoken include Romanian and Slovakian. No pupils come from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
4. Baseline assessments indicate that children's attainment on entry to reception covers the full range and is broadly in line with local averages. Subsequent assessments indicate around 31 per cent of pupils have additional learning needs (ALN). This is a higher proportion than that found in most primary schools. One pupil has a statement of special educational needs (SEN).
5. The two former schools were inspected in 2003 and 2006. Since that time, the number on roll has declined with the result that the number of staff and classes has reduced. Some improvements have been made to the outdoor environment and improvements to the accommodation are planned. The 'new' primary school achieved the third Basic Skills Quality Mark (2008) and holds accreditation through the eco schools' bronze and silver awards and two healthy schools' awards.
6. Owing to heavy snow the school was closed for two days in the week beginning 2nd February 2009. As a result the inspection was not completed until 12th February.

School's priorities and targets

7. A mission statement: 'Learning about learning; caring about learning' guides the school's work. This promotes positive values and a clear statement of aims, published in the prospectus, sets out the school's vision to provide high quality education. The school states clearly its aspirations to raise expectations within the community and enable pupils to achieve high standards.
8. The school development plan (SDP) for 2008 – 2009 identifies targets to:
 - improve standards and teaching in English and mathematics;
 - implement the Foundation Phase in the reception class;
 - develop a skills based curriculum and continue to develop assessment;

- improve further levels of attendance;
- develop a 'values' curriculum, and
- refurbish the building and improve standards of display throughout the school.

Summary

9. Millbrook Primary is an improving school with good features. It is very well led and, although standards of achievement vary, good practice is helping to raise standards more consistently. A firm emphasis on improving learning and teaching and strong links with the community help to ensure good opportunities for all pupils to achieve well.

Table of grades awarded

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

10. The inspection team agreed with the school's self-evaluation in key questions three and five but awarded one grade lower in key questions one, two, four, six and seven.

Standards

11. In 2008 the results of the Key stage 1 (KS1) National Curriculum (NC) teacher assessments were well above national figures in English, mathematics and science. In comparison with similar schools having more than 32 per cent free school meals standards were well above average.
12. In Key stage 2 (KS2) the 2008 results were in line with national figures in English and science and above in mathematics. In comparison with similar schools they were well above average in mathematics and above average in English and science.

13. In both key stages there is a steady trend of improvement in the number of pupils attaining expected levels in English, mathematics and science over the last three years.
14. In forty-seven lessons or parts of lessons, standards in the areas of learning and NC subjects were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	53%	36%	11%	-

15. These figures are comparable with those reported in the Infant and Junior School inspection reports of 2003 and 2006. However, they are well below the figures published in HMCI's Annual Report for 2007-2008 where standards in primary schools in Wales were reported to be Grade 2 in 84 per cent of lessons and Grade 1 in 12 per cent.
16. Standards in the seven areas of learning for the under-fives were judged as follows:

Areas of learning:	Reception
Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 3
Creative development	Grade 2

17. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
18. Children under-five make a good start in acquiring key skills in literacy, numeracy and information communications (ICT) and in developing bilingual competence.
19. Overall standards for the under-fives and in the subjects of the NC and religious education were judged in both key stages as follows:

Under-fives (Foundation Phase)	Overall grade 2	
Subjects:	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 2	Grade 2
Information communications technology	Grade 2	Grade 3
Design technology	Grade 2	Grade 3
History	Grade 3	Grade 3
Geography	Grade 3	Grade 3
Art and design	Grade 3	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 3
Religious education	Grade 3	Grade 3

20. The inspection identifies shortcomings in pupils' achievement in English and mathematics. This endorses the school's target to raise standards in these subjects.
21. Standards are Grade 2 in five subjects in KS1 and one in KS2. However, pupils' knowledge and skills are not always fully developed in all subjects.
22. There are good features and some shortcomings in pupils' achievement in the key skills of literacy, numeracy and ICT.
23. Pupils' competence in bilingual skills is developing well from a low base.
24. Progress is variable as pupils move through the school. The under-fives, pupils in KS1 and those at the end of KS2 make good overall progress, often from a low starting point. Across the school the progress of more able pupils is not always in line with their capabilities.
25. The significant proportion of pupils with ALN makes good progress towards the targets set for them in their individual education plans (IEP).
26. Pupils' behaviour and attitudes to learning are good but in some KS2 classes they have too few opportunities to work with appropriate independence.
27. Attendance rates for the past three terms average 92 per cent, which is below local and national rates but is in line with similar schools.
28. Pupils' personal, social, moral and wider development is good. They have a growing understanding of equal opportunities and a sound understanding of diversity.
29. The school is successful in preparing pupils to take an active role in the local community but their awareness of the workplace is less well developed.

The quality of education and training

30. In forty-seven lessons or parts of lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	49%	32%	10%	-

31. These figures are comparable with those reported in the Infant and Junior School inspection reports of 2003 and 2006. However, they are well below the national picture as reported in HMCI's Annual Report 2007 – 2008 where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.
32. The quality of teaching in reception is good but it is variable across both key stages. There is a good level of consistency in KS1 and in some older KS2 classes.
33. Members of staff establish good working relationships with pupils and the emphasis placed on ensuring both boys and girls achieve well is often commendable.

34. All teachers benefit from recent training and are becoming familiar with current practice in skills based teaching.
35. Although the frameworks for planning are good the extent to which teaching adapts provision to meet changing needs is better developed in some classes than others.
36. The quality of assessment and reporting is good and meets statutory requirements. However, the use of assessment to help pupils understand how to improve their work is at an early stage of development in some classes.
37. In general, the curriculum meets the range of pupils' needs and interests well. Provision for the under-fives is firmly based on the Foundation Phase outcomes. In both key stages planning provides a good basis to ensure a broad and balanced curriculum. However, the aspects of breadth and progression are not always assured in KS2.
38. The school makes good provision to develop basic skills in English and mathematics, but opportunities to develop key skills in literacy, numeracy and ICT are not always fully developed.
39. The school makes good use of visitors and of the local area to broaden and enrich the curriculum. Community based projects are a particularly effective feature and the provision of extra-curricular activities and clubs is good.
40. The provision for personal and social education (PSE) is good. A particularly strong feature of the school is the work done in tackling social disadvantage and stereotyping. The provision to promote spiritual, moral, social and cultural development is good overall. The arrangements for collective worship meet statutory requirements.
41. The school's partnership with parents, the community and other schools is good.
42. Pupils' understanding of sustainable development and global citizenship is developing well but the promotion of entrepreneurial skills is less well established.
43. The quality of care, pastoral guidance and the attention given to ensuring pupils' well-being is good. The school provides a safe, welcoming and supportive environment.
44. The school council is very well established. Its members show great resolve in working to make their school an even better place.
45. The quality of provision for pupils with ALN is good. The school supports well those pupils who are not progressing as expected in literacy and mathematics.

Leadership and management

46. The provision to promote equal opportunities is good. Appropriate policies are in place to promote race and disability equality, minimise bullying and harassment and to promote awareness of diversity.

47. The inspection team identified that effective leadership is beginning to impact well on standards. The head teacher is particularly successful in promoting a shared sense of purpose among members of staff.
48. The governing body (GB) is strongly supportive of the school. Its overview of the school's strategic needs is good although it is developing its role as a critical partner.
49. Arrangements for self-evaluation are systematic, but the process is not always sufficiently focused on standards. Subject leaders formulate action plans, but the link between these, evaluation reports and the SDP is not always sufficiently clear.
50. Since the 'new' school was established in 2007, the improvement in pupils' behaviour, the reduction in exclusions and gradual improvements in ethos and standards indicate that school actions have a positive impact. However, the effectiveness of planning for improvement in previous years is less evident.
51. The school is well staffed and resourced; resources are matched well to key priorities but the effective use of ICT resources is not always assured. Significant improvements to the building are planned, but currently the provision for outdoor learning in the Foundation Phase is very limited.
52. Since 2007 significant improvements, particularly in reception and KS1, together with the increasing success of measures to raise standards and improve behaviour further, indicate that the school provides value for money in much of its work.

Recommendations

53. The school, with the support of appropriate agencies, should continue to implement the SDP and work to:
 - 1 continue to raise standards in English and mathematics and in subjects and areas of learning where shortcomings are identified;
 - 2 improve achievement in the key skills of literacy, numeracy and ICT and continue to develop pupils' competence in bilingual skills;
 - 3 continue to improve the quality and consistency of teaching;
 - 4 improve further the rigour and effectiveness of self-evaluation;
 - 5 implement plans to improve outdoor provision and ensure ICT equipment is used consistently and effectively as a tool for learning.

Key elements of recommendations one and five are identified in the current SDP.

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

54. The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 2. The inspection did not find sufficient evidence of good standards to support the grade awarded by the school. In contrast, shortcomings are identified in most subjects. The standards achieved in lessons and in pupils' previous work do not sufficiently reflect the good attainment shown in the 2008 NC performance indicators. This is due to inconsistencies in the quality of learning.
55. In 2008 the results of the KS1 NC teacher assessments were well above national figures in English, mathematics and science. In comparison with similar schools having more than 32 per cent free school meals standards were well above average.
56. In KS2 the 2008 results were in line with national figures in English and science and above in mathematics. In comparison with similar schools they were well above average in mathematics and above average in English and science.
57. In KS1 the 2008 results represent an improvement in performance compared with the previous year. In KS2 results were comparable in mathematics and science and lower in English. These results represent a good measure of added value in relation to predicted levels of attainment.
58. In both key stages there is a steady trend of improvement in the number of pupils attaining expected levels in English, mathematics and science over the last three years.
59. Analysis of the school's NC results in KS2 indicates a marked difference on the basis of gender. In 2008 girls significantly out performed boys in English, mathematics and science. These results represent a decline in boys' attainment compared with the three previous years when there was little difference in the performance of boys and girls.
60. In forty-seven lessons or parts of lessons, standards in areas of learning and subjects were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	53%	36%	11%	-

61. These figures are comparable with those reported in the Infant and Junior School inspection reports of 2003 and 2006. However, they are well below the figures published in HMCI's Annual Report for 2007-2008 where standards in primary schools in Wales were reported to be Grade 2 in 84 per cent of lessons and Grade 1 in 12 per cent.
62. Standards in the seven areas of learning for the under-fives were judged as follows:

Areas of learning:	Reception
Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 3
Creative development	Grade 2

63. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
64. Children under-five make a good start in acquiring key skills in literacy, numeracy and ICT and in developing bilingual competence.
65. Overall standards for the under-fives and in the subjects of the NC and religious education were judged in both key stages as follows:

Under-fives (Foundation Phase)	Overall grade 2	
Subjects:	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 2	Grade 2
Information communications technology	Grade 2	Grade 3
Design technology	Grade 2	Grade 3
History	Grade 3	Grade 3
Geography	Grade 3	Grade 3
Art and design	Grade 3	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 3
Religious education	Grade 3	Grade 3

66. In contrast to the school's NC results, the inspection identifies shortcomings in pupils' achievement in English and mathematics. This endorses the school's target to raise standards in these subjects.
67. Standards are Grade 2 in five subjects in KS1 and one in KS2. However, pupils' knowledge and skills are insufficiently developed in some aspects of most subjects.
68. There are good features and some shortcomings in standards in the key skills of literacy, numeracy and ICT. In some classes pupils seldom develop key skills in a wide enough range of curricular contexts.
69. Pupils' competence in bilingual skills is developing well from a low base; this is particularly evident in KS1 and in older KS2 classes.

70. Pupils achieve similar standards regardless of their social, ethnic or linguistic background. The small number of pupils for whom English is an additional language makes good progress towards the targets for learning that are set for them.
71. Progress in the acquisition of knowledge and skills is variable as pupils move through the school. The under-fives, pupils in KS1 and those at the end of KS2 make good overall progress, often from a low starting point. Progress is variable across KS2. The progress of more able pupils is not always in line with their capabilities.
72. The significant proportion of pupils with ALN makes good progress towards the targets set for them in their IEPs.
73. In KS1 pupils develop well their understanding of what they are doing and how well they are progressing. They begin to understand what they need to do to improve. In KS2 the use of targets and self-assessment strategies is increasing pupils' understanding of how to improve their work.
74. By the end of KS2 most pupils make sound progress towards fulfilling their potential and they are appropriately prepared for the next stage of their education.
75. Standards of behaviour and attitudes to learning are good. Most pupils behave well in class and around the school. They develop a good sense of responsibility and self-discipline.
76. The foundations for good behaviour are in place in the reception class. Children are encouraged to become independent and to complete a task before moving on to the next one. In KS1 pupils are generally well motivated and work productively.
77. In KS2 most pupils are conscientious and work hard. However, a few pupils, mainly boys, do not always pay attention and sometimes their behaviour is disruptive. This interferes with their learning and that of others in the class.
78. Attendance averages 92 per cent over the last three terms. This is below local and national figures, but is line with figures for similar schools. There is a dip in attendance in the summer term with parents withdrawing their children for holidays in term time. Nearly all pupils are punctual at the start of the school day.
79. Attendance rates in reception are lower and this is mainly due to illness. All parents are reminded of the importance of their children attending school regularly and of the learning that is missed through absence.
80. Pupils make good progress in their personal, social and wider development. The difference between right and wrong is clearly emphasised. They have a sound understanding of equal opportunities and show a developing understanding of other beliefs and cultures. Through their supported charity, they learn about the lives of others in developing countries and raise money to support those less fortunate than themselves.
81. There are very strong links with the community that enable pupils to participate in a good range of projects and community events. The skills of citizenship are well promoted, but awareness of the work place is less well developed.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

82. The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 2. The school was not sufficiently aware of the wide variation in teaching identified by this inspection.

83. In forty-seven lessons or parts of lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	49%	32%	10%	-

84. These figures are comparable with those reported in the Infant and Junior School inspection reports of 2003 and 2006. However, they are well below the national picture as reported in HMCI's Annual Report 2007–2008, where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.

85. Teaching in reception is good and sometimes very good; the LSAs make a significant contribution to both learning and teaching. Teaching is successful in stimulating children to learn through a good range of experiences and high expectations ensure they are appropriately challenged to achieve their best.

86. The quality of teaching is variable across both key stages. There is greater consistency in KS1 and in some older KS2 classes. The range of teaching and learning strategies used and the rigour of planning in KS1 provide an exemplar.

87. Throughout the school members of staff establish good working relationships with pupils and this helps them to learn, often with a sense of enjoyment. The emphasis placed on promoting equal opportunity and ensuring both boys and girls achieve well is often commendable.

88. Taken overall, teachers have a good range of subject knowledge and expertise. This is particularly evident in the younger classes where the provision successfully reflects Foundation Phase principles. However, across the school the extent of expertise in subjects including ICT, art, physical education and music is variable.

89. All teachers benefit from recent training and are becoming familiar with current practice in skills based teaching, although it is taking a little time for some strategies to become embedded.

90. In general, planning identifies appropriate objectives for lessons and in the best examples these are shared with pupils in terms that they understand. In a few cases this extends to identifying the skills to be deployed.

91. The emphasis placed on promoting basic skills in English and mathematics is good. The quality of teaching in the small withdrawal groups is often exemplary.

92. Across the school there is both enthusiasm and commitment to promote bilingual skills. There is a good level of consistency in reception and KS1, but a more varied picture in KS2, although there is some particularly good practice.
93. Although the frameworks for planning used provide scope for evaluation, the extent to which teaching monitors and reviews the progress of groups and individuals and adapts provision to meet changing needs is better developed in some classes than others. In the best examples, marking and assessment for learning strategies are used well so that evaluations of progress inform the next steps in learning and teaching.
94. The quality and rigour of assessment and its use to improve learning is good overall. Through the use of standardised tests and the results of NC teacher assessments in the core subjects of English, mathematics and science the school assesses pupils' achievements fairly, accurately and regularly. Its arrangements for assessing and reporting pupils' progress and achievement are in line with statutory requirements.
95. All members of staff take part in the moderation of pupils' work in the core subjects. Portfolios of assessed work in each year group exemplify standards accurately and are used to help promote consistency in judging standards across the school. Procedures for the moderation of teacher assessments across the local cluster of schools are well established and effective.
96. The use of assessment information to track individual pupils' progress, set targets for improvement and develop learning is at an early stage of development. The use of focused marking to help pupils understand the purpose of assessment is developing well in some classes. This is most evident in the core subjects and the impact is that some pupils, particularly in the older classes, are beginning to evaluate their work against the learning objectives for the lesson.
97. Furthermore, the use of assessment for learning strategies is also developing well in some classes. As a result teachers increasingly involve pupils in planning their own progress and they promote greater understanding of what pupils need to do to improve their work.
98. The quality of annual reports to parents is good and meets statutory requirements. These suitably exemplify pupils' achievement and identify the next step forward for both parents and pupils. Parents are given the opportunity to discuss the content of reports with teachers and to give their written comments on a response form. They also have the option to discuss their children's progress with teachers formally twice a year. An open door policy encourages informal dialogue at other convenient times. Parents indicate they are satisfied with these arrangements.

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

99. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The inspection team endorses many good features in the school's curricular provision.
100. The school makes good overall provision to meet the range of pupils' needs and interests. This provision is equally accessible to all pupils and is in line with statutory requirements. It caters particularly well for the under-fives and for pupils with ALN, when they receive structured programmes in literacy for example.
101. Provision for the under-fives is developing very well and is firmly based on the Foundation Phase Outcomes. Planning is based around carefully chosen themes and provides a stimulating range of relevant learning opportunities across the seven areas of learning. Both indoor and outdoor activities provide good foundations for learning. At present the provision for children's physical development in the outdoor environment is less well developed. This is a priority identified in the SDP.
102. In both key stages planning provides a good basis to ensure a suitably broad and balanced curriculum. In KS1 the school is taking good account of the Foundation Phase outcomes in developing curricular planning around well chosen themes. Planning identifies relevant learning opportunities and for the most part ensures appropriate continuity and progression across subjects and areas of learning.
103. In KS2 a similar approach is being taken to develop the curriculum to reflect the requirements of the recently introduced skills based curriculum. The provision is better developed in some classes, where it is implemented with appropriate flexibility. However, the aspects of breadth and progression in pupils' learning and skills development are not always assured.
104. The school makes good provision to develop pupils' basic skills in English and mathematics. Although opportunities to develop key skills in literacy, numeracy and ICT are often identified in planning, the provision is not always fully effective.
105. The school makes good use of visitors and of the local area to broaden and enrich pupils' learning and to complement and extend the curriculum. A good range of extra-curricular clubs is provided and regular visits are planned to places of educational interest in order to enrich and extend learning opportunities. Furthermore, pupils benefit from working with sports coaches and a few pupils receive instrumental tuition.
106. A particularly effective feature is the recent 'Spark' project. This brought a range of expertise to the school and activities focused on developing pupils' creative skills. This involved Y4, Y5 and Y6 pupils and enabled them to produce good quality work.
107. The provision for PSE is good. A well developed framework that is carefully tailored to meet the needs of all pupils, is well established and permeates the whole

curriculum. The provision places particular emphasis on developing pupils' moral and social skills and promoting self-esteem.

108. The provision to promote pupils' personal development, including the aspects of spiritual, moral, social and cultural development is good overall. Daily assemblies are mainly Christian in character, include an appropriate act of collective worship, and celebrate pupil's achievements well. This provision meets statutory requirements. However, opportunities to promote spiritual development, both during assemblies and lessons, are less well developed.
109. There is strong emphasis on promoting pupils' moral development through a framework of values and this is well reflected in displays and circle time sessions. Throughout the school there is a strong emphasis on empowering pupils and building on their ideas. This contributes well to their social development.
110. Pupils' cultural development is promoted well through subjects, including history, geography and religious education. Pupils are encouraged to appreciate and learn about one another's cultures in a positive way. Opportunities include pupils in Y5 and Y6 learning about Japanese culture through a teacher exchange.
111. The contribution that the local community makes towards the curriculum is good. The annual kite festival is a good example of the way the school and local residents work together. Pupils, parents and members of the community are involved in making kites through art workshops as part of the festival, which is based in the school grounds.
112. The school has beneficial working partnerships with other schools in the locality. Arrangements for the transfer of pupils to the main receiving comprehensive school are well established. The school has an effective partnership with an initial teacher training university and provides training opportunities for student teachers and for students undertaking vocational qualifications. Students are well supported by staff and they make a positive contribution to the life and work of the school.
113. The provision for work related education is adequate. There are some links with local construction companies and pupils learn about jobs, principally through visits made by the health and the emergency services.
114. There is good emphasis on the promotion of bilingual skills. There is a positive commitment among teachers and LSAs to build up pupils' knowledge of the Welsh language. The provision is most consistent in under-fives, KS1 and some older KS2 classes. Taken overall, the school's provision reflects well the languages and culture of Wales. The Cwricwlwm Cymreig supports well pupils' knowledge and understanding of their Welsh heritage. The school celebrates St. David's Day and pupils visit places of interest promoting Welsh heritage.
115. A strong feature of the school is the work done in tackling social disadvantage and stereotyping and promoting equality of access and opportunity. Links with the social services team, based on site, are very strong.
116. Pupils' understanding of sustainable development and global citizenship is developing well, although in discussions pupils were unclear of the importance of

conserving oil and other sources of power. An eco committee is established and some very positive measures for recycling and energy conservation are implemented.

117. The provision to promote pupils' entrepreneurial skills is at an early stage of development. Pupils have some opportunities to be involved in fund raising opportunities.
118. The school is strongly committed to the national priorities for life long learning. It has established good transition arrangements between primary and secondary school. It is developing its wraparound care, provides courses for parents and increasingly promotes pupils' independent study skills. The provision of homework is appropriate in this regard.

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

Grade 2: Good features and no important shortcomings

119. The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 1. Although the inspection team identified many good features it did not find sufficient evidence of outstanding features in the quality of care and support for pupils.
120. The quality of care, pastoral guidance and the attention given to ensuring pupils' well-being is good. The school provides a safe, welcoming and supportive environment for its pupils. Relevant policies are in place to ensure that care arrangements are managed effectively. There are productive and beneficial links with a range of outside agencies, including the Preventative Service Group.
121. The provision to provide appropriate support and meet the particular needs of the few pupils for whom English is an additional language and the small number 'looked after' by the Local Authority are well organised and effective.
122. The school's proactive approach to building and maintaining good partnerships with parents and carers is a strong feature. The head teacher writes regular informative newsletters and parents are invited into school to help in classes or to take part in parent partnership, literacy courses and subject workshops.
123. The Friends of Millbrook Association is active and involved in many areas of school life, including an invaluable role in supporting pupils in the forest school. Parents report that the school is very friendly and approachable. Their views are sought, considered and acted on, if appropriate.
124. The school council is very well established. Its members are elected democratically; they hold regular meetings and show great resolve in working to make their school an even better place. In addition, the school has established a pupil voice improvement group that gathers the views of pupils on a variety of issues.
125. There are effective induction arrangements that enable new pupils to settle in quickly. Teachers visit the local nurseries and invite groups of children and their parents to visit the school. The ALN co-ordinator liaises with the nurseries to identify children

who may require additional support. Pupils who join the school at a later stage are allocated pupil buddies to help them settle in as quickly as possible.

126. Teachers and support workers give good quality personal support and guidance throughout the curriculum. They know their pupils well and give appropriate consideration to their individual needs. All pupils benefit from high quality personal support and guidance and the forest school initiative provides a very effective setting for promoting the skills of a nurture group. This was particularly evident with a group of younger pupils in KS2. Their very good behaviour and their enjoyment in learning in this setting are very evident. They respond appropriately, listen to instructions, carry out tasks confidently and co-operate and work very well together.
127. Pupils' health and well-being is given high priority. Visitors such as the school nurse, dental health specialists and the police enhance well the school's programme of personal, social and health education.
128. Pupils' awareness of the need to eat healthily is being developed well. There are a number of good health promoting activities for the pupils, including a fruit tuck shop and extra-curricular sports. However, although pupils do not bring chocolate into school, many eat unhealthy snacks at break time. A range of good quality meals is provided at lunchtime, but the considerable noise in the dining room limits the effectiveness of eating lunch as a social occasion.
129. The school has effective procedures for monitoring pupils' punctuality and attendance; these are having a significant impact on both. Absence is immediately followed up on the same day and the school has a clear policy regarding pupils taking holidays in term time. There is a noticeable decrease in the number of pupils excluded in the last twelve months; there are at present no exclusions.
130. Pupils' behaviour is very closely monitored. Members of staff follow the guidelines in the behaviour policy consistently. Very great care is taken to tailor strategies for individual pupils so that their needs are addressed. Academic performance is monitored well, although the effectiveness of educational guidance is variable.
131. Risk assessments are undertaken and the school has clear well documented policies addressing all aspects of health and safety. Good procedures are in place to document and report any accidents.
132. There is an appropriate policy on child protection and members of staff have received training.
133. The quality of provision for pupils with ALN is good. Systems for the early identification of pupils' additional needs are thorough and practices comply with the Code of Practice for Wales. The ALN coordinator supports teachers well in creating IEPs. LSAs are involved in daily planning and the monitoring of progress towards targets. Regular review meetings are held to discuss pupils' progress. Parents are involved and external agencies contribute where appropriate. In the case of pupils with a statement of SEN the provision is appropriate and suitable arrangements for the required annual review are made.

134. The school has established a register for more able and talented pupils. This includes, for example, pupils who have talents in the creative arts. This provision is at an early stage of development.
135. The school supports well those pupils who are not progressing as expected in literacy and mathematics. Several specialist programmes are successfully implemented; the reading recovery programme is particularly effective.
136. The school implements well considered support for pupils whose behaviour impedes their progress and that of others. Where appropriate, an individual behaviour plan (IBP) is drawn up, external agencies are involved and the support of parents is encouraged. In particular classes it was evident during the inspection that the challenging behaviour of a few pupils, mainly boys, is well managed by teachers and LSAs.
137. The provision to promote equal opportunities is good. The school supports and guides pupils successfully, regardless of their educational, social, ethnic or linguistic needs.
138. There is good emphasis on promoting gender equality. Boys and girls are encouraged equally to take part in all aspects of school life and intervention programmes are having a positive impact on the achievement of boys in particular.
139. The school has an effective race relations policy and supporting action plan. It provides a range of activities such as Black History month and the Islands of Imagination project, that encourage pupils to appreciate and value diversity. The school's recognition and respect for diversity is evident in its provision through the annual multi-cultural week and the effective implementation of a 'values curriculum'.
140. There are clear policies and procedures for eliminating bullying, racial discrimination and all forms of harassment. Pupils indicate that they are confident that any instances of oppressive behaviour will be dealt with quickly and effectively. Pupil peer mediators play a valuable role in supporting fellow pupils at break times.
141. The requirements of the Disability Discrimination Act are met. An appropriate disability equality scheme is in place and the school ensures that no pupil is disadvantaged due to disability. Access ramps have been provided, and although there is no wheelchair access to classrooms on the second floor, the school can make other arrangements should the need arise.

Leadership and management

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

Grade 2: Good features and no important shortcomings

142. The findings of the inspection team match the judgement made by the school in its self-evaluation report. Although standards are variable, the inspection team identified that effective leadership and strategic management is beginning to impact well on standards. The extent of improvement since the 'new' school was opened is sufficient to award a higher grade than that for key question one.
143. The head teacher, together with the strong support of the senior leadership team (SLT) and the GB is particularly successful in establishing a clear direction for the school. This is a very good feature. Values, aims and broad objectives are clearly stated so that members of staff understand the purpose of initiatives and, as a result, they convey a shared sense of purpose in their work.
144. The school's mission and aims reflect a strong commitment to promoting equal opportunities and this is well reflected in the life and work of the school. A good example is the focus on raising boys' achievement.
145. The school takes particularly good account of national and local priorities. This is particularly evident, for example, in recent curricular developments within the school and the impact of its partnerships with nearby schools.
146. In the short time the school has been a primary school it has achieved success in meeting or exceeding its end of key stage targets for attainment and is making good progress towards its SDP target to improve standards and teaching in English and mathematics.
147. Good arrangements, in line with statutory requirements, are in place to improve the performance of members of staff. The arrangements for appraisal and professional review are systematic and the head teacher and SLT make good use of the information gained in making strategic decisions. However, the impact of recent training is not yet securely embedded in some aspects of the school's work.
148. The GB is strongly supportive of the school and is well informed. It is appropriately involved in endorsing policies and in considering key documents including the SDP. The work of governors, including their link roles, has developed well in a short time. The GB is becoming an effective critical partner; its stewardship of the budget and overview of strategic needs is good.
149. Governors have yet to formalise their contribution to monitoring the quality of provision and at present the priorities in the SDP are insufficiently precise in enabling the GB to assess value for money.
150. The GB successfully fulfils its statutory obligations.

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

Grade 3: Good features outweigh shortcomings

151. The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 2. The inspection team awarded a lower grade as they found shortcomings in the rigour of self-evaluation and the effectiveness of planning for improvement over time.
152. The SLT are well informed about the school's performance in the core subjects of English, mathematics and science. A range of performance information, including comparative data, teachers' plans and records, and pupils' work are reviewed and analysed. This process helps to identify trends and areas for improvement.
153. The arrangements made for self-evaluation are systematic. Senior staff conduct lesson observations and teachers share subject responsibilities and review provision in annual subject reviews. However, this process is not sufficiently based on first-hand evidence and the focus on standards is limited, particularly in foundation subjects.
154. The school is proactive in seeking the views of stakeholders. Pupils contribute through the school council, eco committee and the pupil voice improvement group. Parents and members of the wider community are invited to complete questionnaires and a parent improvement group makes a valuable contribution to self-evaluation.
155. The self-evaluation report is a very detailed and wide ranging document. It identifies both strengths and weaknesses in the school, although areas for improvement are not always clearly identified. The inspection team agreed with the school's self-evaluation in key questions three and five but awarded one grade lower in key questions one, two, four, six and seven.
156. The self-evaluation process is far reaching and involves all stakeholders appropriately. The head teacher, governors and staff are committed to improving standards and all members of staff are increasingly involved in the self-evaluation arrangements.
157. Subject leaders formulate a series of action plans and some elements are included in the SDP. However, the link between the self-evaluation reports and the SDP is not always clear. Although some SDP priorities are appropriately focused on pupils' progress, they seldom embody sufficiently precise and measurable targets.
158. The priorities in the SDP are supported through the allocation of funding which is clearly identified. The GB's finance sub-committee sets the budget and a spending plan allocates sufficient resources to enable the SDP targets to be achieved.
159. Since the 'new' school was established in 2007, the improvement in pupils' behaviour, the reduction in exclusions and gradual improvements in ethos and standards indicate that school actions have a positive impact. However, the effectiveness of planning for improvement in previous years is less evident.

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

Grade 3: Good features outweigh shortcomings

160. The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 2. The inspection team awarded a Grade 3 because they found that the effective use of resources is not always assured.
161. There are enough suitably qualified and experienced teachers to deliver the full range of the curriculum and to cater fully for the number of pupils. They have good opportunities to attend training courses to update their expertise and many of these courses are held regularly in school. However, the extent of teachers' competence and expertise in ICT, design technology, art and design, music and physical education is variable.
162. There are a good number of qualified and enthusiastic LSAs who contribute well to learning and teaching. The role of key worker in reception is being developed particularly well and in both key stages LSAs make a significant contribution in implementing learning programmes and developing the forest school curriculum.
163. The school has responded positively to the requirements for workforce remodelling. In general, the way in which the school has arranged planning, preparation and assessment (PPA) time works well and has a positive impact on standards.
164. The contribution of support staff, including the school clerks, caretaker, supervisory staff and cleaners, ensures the school runs very smoothly and efficiently.
165. The school is appropriately resourced in all subjects, with most resources readily accessible to both pupils and teachers. There are many new reading books and most classes have an interactive whiteboard and sufficient computers are available. However, the inspection found that in some classes too little use is made of ICT equipment.
166. The extent of accommodation is good; it includes two halls and provides a good setting for effective learning and teaching. Classrooms are of sufficient size and good use is made of surplus classrooms. Although there is no dedicated library, suitable provision is made in one of the halls. Throughout the school well presented displays enhance classrooms and are a good aid to learning.
167. The school occupies a large, well maintained site and the playgrounds are in a good condition. Significant improvements to the building are planned, but currently the provision for outdoor learning in the Foundation Phase is inadequate. Security arrangements are good and the recent development of a forest school setting in the grounds significantly enhances learning opportunities.
168. In general, economic and efficient use is made of the resources available. Members of staff are well deployed. The school is well organised but on occasions the limited variety of learning styles reduces the effectiveness and efficiency of learning. This is most evident in some KS2 classes.

169. There are good arrangements in place to manage, train and develop the expertise of members of staff. However, the impact of recent training is not always consistent.
170. The school's resources are matched well to its key priorities. There are appropriate arrangements in place to ensure best value in making purchases and the SLT plays an important role in reviewing value for money.
171. Taking into account the good standards evident in NC performance indicators and setting these against the range of standards in subjects revealed by this inspection, the school has not consistently provided effective value for money since the last inspection. However, since 2007 when the 'new' primary school was established improvements in reception and KS1, together with the increasing success of measures to raise standards further and improve behaviour, indicate that the school currently provides value for money in much of its work.

Standards achieved in subjects and areas of learning

Under-fives

Personal and social development, well-being and cultural diversity

Reception: Grade 1: Good with outstanding features

Outstanding features

172. Children's personal, social and learning skills develop very well; their ability to work and play together happily and to sustain interest and concentration on a chosen task is excellent. They respond very positively to established routines and increasingly show consideration for others when taking turns in shared tasks, such as building activities with large construction apparatus. They increasingly make independent choices as they explore a variety of tasks.

Good features

173. Children take an active interest in new learning experiences and tidy up appropriately. The majority is captivated when listening to stories and marvel at the illustrations. They are confident in their relationship with familiar adults and have a good understanding of right and wrong. They listen to the views of others and readily join in praising those who have worked well.
174. Children manage their personal hygiene confidently and quickly learn the need for health and safety rules in their work areas. They show respect for each other and most are independent when getting themselves ready for physical education. The majority have a good understanding of healthy eating and begin to appreciate the importance of eating healthily.

Shortcomings

175. There are no important shortcomings.

Language, literacy and communication skills

Reception: Grade 2: Good features and no important shortcomings

Good features

176. Children are attentive and respond well orally to instructions and questions and enthusiastically participate in simple conversations with adults. They confidently develop appropriate speech patterns and explain their thoughts clearly using an increasing vocabulary. Role play and games with their peers successfully foster their speaking and listening skills, for example as they retell a favourite story or play in the Inuit's house.
177. Children listen attentively to stories and rhymes and show a strong interest in fiction and non-fiction books. They confidently turn the pages of books, show awareness of print and use picture cues well to predict what happens next. A majority talk confidently about the characters in the story 'Where the wild things are' and orders events in the story using pictures. They use their knowledge of letter sounds well when listening for sounds in words and the more able know the sounds of letters, build up simple words and recognise digraphs, such as 'er'.
178. Through engaging in a good range of mark making activities most develop writing skills well. The majority recognise their own names and they confidently read back their emergent writing that increasingly includes initial letters. They describe the monster with words, such as massive and enormous, and the more able write a simple sentence and spell an increasing number of words correctly.

Shortcomings

179. There are no important shortcomings.

Mathematical development

Reception: Grade 2: Good features and no important shortcomings

Good features

180. Children count accurately beyond ten and order numerals up to ten correctly. They make effective use of a number line and most know the number before and after when sequencing numbers 1 - 10. They sing number songs and rhymes enthusiastically, realise that a graph can convey information and a few count up two groups of objects accurately and find the total.
181. Children sort and match objects effectively according to size and correctly name two dimensional shapes, such as a square and a triangle. They know that money is needed to buy things in a shop and use appropriate mathematical language when investigating size, weight and length.

Shortcomings

182. There are no important shortcomings.

Welsh language development

Reception: Grade 2: Good features and no important shortcomings

Good features

183. Children become familiar with everyday vocabulary in Welsh within daily routines. They respond well to greetings during registration and are attentive when thinking about the weather. They show that they understand more words than they can speak and the majority repeat familiar words, phrases and chants within daily routines. Nearly all count confidently to at least four in Welsh and increasingly to ten. The majority name colours with increasing accuracy, show interest in the content of Welsh books and develop appropriate oracy and mark making skills in response to bilingual materials.

Shortcomings

184. There are no important shortcomings.

Knowledge and understanding of the world

Reception: Grade 2: Good features and no important shortcomings

Good features

185. Children talk enthusiastically about home and family and their experiences. They begin to distinguish between events now and in the past through looking at artefacts and photographs, for example. They indicate their good knowledge of life in the arctic when engaging in role play; they know about changes in the weather, develop good awareness of changes through the seasons and know that different creatures live in the environment. Through observing ice melting and cooking activities, they recognise that changes in materials occur in certain conditions. They name parts of the body and develop ICT skills well when using simulation programs. For example, they sequence events when dressing 'Charlie Chimp.'
186. Children learn about different cultural traditions such as Chinese New Year and have opportunities to listen to stories from the Bible and to celebrate Christian Festivals.

Shortcomings

187. There are no important shortcomings.

Physical development

Reception: Grade 3: Good features outweigh shortcomings

Good features

188. When moving in the hall children display a good awareness of the whole body and well developed co-ordination skills. They respond well to instructions and demonstrate good control of their movements as they change speed and direction.

189. When participating in practical activities, for example painting, gluing, and moulding play dough, children develop a range of manipulative skills well. They draw large circles in response to music, for example. Most have very well developed hand and eye co-ordination. They handle small equipment, such as scissors, paintbrushes, building blocks, crayons and the computer mouse, with good control. They have a good awareness of safety factors when working both inside and outside the classroom.

Shortcomings

190. Children do not sufficiently develop confidence and control of their physical skills in a wide enough range of contexts.

Creative development

Reception: Grade 2: Good features and no important shortcomings
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Good features

191. Children use a range of media well to create effective pictures, models and collages and much of their work shows a lively use of imagination and good observational skills. For example, they experiment with mixing paints, paint shapes and volcano effects, use sponges to print attractive patterns and make animals out of clay.

192. Children engage effectively in various role play activities and sing tunefully with a good enunciation. They clap rhythms and move well when responding to music.

Shortcomings

193. There are no important shortcomings.

English

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

194. In KS1 pupils build up their speaking and listening skills well. They extend their vocabulary, learn to take turns in discussion and increasingly develop the skills of active listening. The majority steadily develop their skills in reading.

195. In Y1 the majority of pupils correctly order and sequence the events of a story with help and show a clear understanding of the role of each character. A few complete the task independently and create their own characters, adding speech bubbles to their illustrations. They use phonic strategies well to support their writing.

196. In Y2 most pupils identify letter names and their sounds and some confidently give examples of words with hard and soft consonants. Most use words such as what,

when and where when formulating questions to elicit information. Around half the pupils successfully write well structured questions with appropriate independence.

197. Across KS2 pupils gain greater confidence in speaking and listening and most extend their vocabulary well.
198. Pupils in Y3 develop writing skills appropriately and distinguish between fiction and non-fiction texts. They list similarities and differences between themselves and others and improve their skills in descriptive writing.
199. Most pupils in Y4 show good understanding of the plot of Shakespeare's Macbeth, and accurately ascribe quotations to the characters of the play. They use good expression and intonation when reading short extracts from the play.
200. Through discussion in response to a sequence of images representing Wales, a minority of pupils in Y5 gain greater confidence in expressing the sounds and images in their heads. They accurately articulate and record descriptions and show sound skills in spelling and writing in sentences.
201. In Y5 and Y6 a few pupils understand personification and begin to understand some of the features of poetry. They draft ideas for a poem and when editing their work demonstrate an appropriate understanding of metre and rhyme.
202. Many pupils in Y6 make imaginative suggestions as to the meaning of the poem "Jabberwocky". Most classify correctly nonsense words as nouns, verbs or adjectives from their context and form.

Shortcomings

203. In both key stages a significant minority of pupils use a limited range of strategies to help them improve accuracy, understanding, expression and fluency in reading.
204. Few pupils in both key stages write a sufficient range of extended pieces of writing. Their skills in spelling, punctuation and handwriting are variable.
205. In KS2 many pupils' library and research skills are underdeveloped.

Welsh second language

Key stage 1: Grade 2: Good features and no important shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

206. Most pupils in KS1 gain confidence in using Welsh and make good progress in building up their vocabulary. They know and use everyday greetings and confidently say a prayer in Welsh at the end of the day. The majority respond appropriately during discussions about the weather and to simple commands and instructions throughout the day.

207. Many pupils in KS1 enjoy *Y gadair boeth*, an activity when they ask each other simple questions and give answers in Welsh. The majority listen attentively to their teacher and answer the attendance and dinner registers confidently, for example stating their choice of school dinner or packed lunch.
208. A few pupils in KS1 write Welsh words and phrases unaided and most can copy them correctly. Many know the names of the primary colours in Welsh and numbers to ten.
209. In Y3 and Y4 most pupils continue to enlarge their vocabulary, which they use in short basic sentences. Many know how to describe their mood, the weather and their favourite foods.
210. In Y5 and Y6 most pupils' pronunciation and fluency steadily improves. Most use an appropriate variety of sentence patterns and a range of adjectives with increasing confidence, for example when discussing character sketches and in structured dialogue with their peers. A few can read simple Welsh picture books with a developing understanding.
211. By the end of Y6 a few more able pupils write linked sentences using the present and past tense correctly. Their written work shows accurate spelling and their oral skills develop well. For example, they tell the time and describe the weather accurately and clearly describe a character's appearance and clothes.
212. Older pupils in KS2 have opportunities to write simple storybooks, which they subsequently read to pupils in KS1.

Shortcomings

213. In KS2 most pupils' skills in reading and writing are at an early stage of development.

Mathematics

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

214. In KS1 a majority of pupils develop simple number skills and begin to record addition and subtraction operations appropriately. They confidently identify odd and even numbers and have an increasing understanding of addition pairs to 10. A few pupils successfully record number pairs to 20.
215. Most pupils in Y2 confidently count in tens to 100 and more able pupils develop competence in subtracting ten from two digit numbers. Previous work indicates that pupils have opportunities to find out about the properties of shapes, to collect information and draw simple graphs and to develop their understanding of time, measurement and weight.
216. A majority of pupils in KS2 extend their knowledge of tables and steadily develop mathematical thinking skills. In Y3 they use counting on strategies and begin to

identify number patterns and relationships within 100. A majority have a developing understanding of angles as a measurement of turn.

217. Most pupils in Y4 understand written methods of addition involving carrying and show a sound grasp of place value when recording amounts of money more than a pound. Nearly all in Y5 recognise the difference between tenths and hundredths and a few recognise decimal equivalents related to money. More able pupils have a sound understanding of fraction family relationships and readily identify equivalent fractions.
218. In Y5 and Y6 a majority of pupils use their prior knowledge well to convert units of capacity and to solve addition and subtraction problems. They have a good understanding of decimal place value and units of measure.
219. In Y6 most pupils build up their numeracy skills steadily, in some cases from a low base. The more able have a good understanding of number operations and explain their work logically. A few use mathematical terms appropriately when describing the properties of two dimensional shapes; they identify right angles, parallel lines and demonstrate increasing confidence in the skills of estimation.
220. Previous work indicates that by the end of KS2 some pupils acquire appropriate skills in computation and have a suitable understanding of number relationships and methods of calculation. They have opportunities to investigate shapes and their properties and to develop skills in measurement and applying mathematical formulae, for example in calculating area.

Shortcomings

221. Pupils in KS1 do not develop sufficient competence in understanding number relationships, sequencing and mental calculations. Their skills in problem solving, using measurement and recording are underdeveloped.
222. In KS2 shortcomings in numeracy and problem solving skills, in handling and representing data and in using measures are evident for around a half of pupils.

Science

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

223. Most pupils in KS1 discuss ideas confidently and use their observation skills to sort and classify materials with support. Through investigations they test their ideas and gain an appropriate understanding of fair testing.
224. Many pupils in Y1 successfully investigate which materials would make the strongest house for the 'Three Little Pigs'. They offer opinions and give clear explanations for their choices.
225. Nearly all pupils in Y2 understand the importance of a healthy diet and can sort and classify which foods are healthy and those that are not.

226. A majority of pupils in KS2 plan, carry out and consider evidence arising from experimental work and apply their scientific knowledge to record their findings appropriately. They draw conclusions based on evidence and use scientific vocabulary and knowledge successfully to explain their reasoning.
227. Through undertaking a 'Water World' project, many pupils in Y3 understand the importance of water in the natural world. They successfully identify water sources in the different habitats of plants and animals and through working collaboratively they devise a key to classify different water sources and communicate their findings in graphs. They further their study of water through field work in the local environment. They investigate ways in which water is used and discover which materials make the best filters.
228. Pupils in Y4 draw around themselves and identify their main organs. They sort, label and discuss which organs and parts of the body are the most important. Many confidently explain the reasons for their choices and through studying the skeleton they learn the name, function and position of the major bone structures.
229. In Y4 and Y5 pupils further their understanding of forces appropriately through investigating friction and its effect on different surfaces. A majority enthusiastically follow an investigation planner and with support around half record the distance travelled by a model car. A few give reasons for their findings, for example explaining why the smooth surface creates the least resistance.
230. Nearly all pupils in Y6 acquire a thorough understanding of the solar system. Role play in response to a poem stimulates their thinking and helps clarify their understanding of how the Earth orbits the sun and how the Moon orbits the Earth. When presenting their drama and explaining the processes involved nearly all show a clear understanding of fair testing and recall with confidence their good knowledge and understanding of the solar system.
231. Through their involvement in 'Operation Sustainable Future,' pupils further their understanding of ways to protect the environment successfully. In KS2 they create a timeline to enable them to predict which items of rubbish will degrade quickly or slowly over time.

Shortcomings

232. There are no important shortcomings.

Information communications technology

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

233. In KS1 most pupils develop basic keyboard and mouse control skills well.

234. In Y1 most pupils steadily increase their skills through using a range of simulation and graphics programs. They confidently click on and move icons on the computer screen and select tools to create chosen effects.
235. Pupils in Y2 develop basic word processing skills well and many know how to save and retrieve their work. They select different fonts and know how to change the size and colour of text. Most pupils successfully produce interesting posters that include graphics and text.
236. In Y3 most pupils use a graphics program appropriately. They use basic on screen tools well when creating mosaic patterns, for example.
237. In Y5 a few pupils 'log on' and open a program independently. They know how to access a chosen internet site and their skills in following prompts and using on screen tools develop well.
238. Previous work across KS2 indicates that pupils have opportunities to develop a range of skills in word processing. They combine text and images and use editing tools appropriately. For example, they enhance the presentation of their poetry by adding borders and rotating, resizing, aligning and cropping images.
239. In Y5 and Y6 pupils learn to add special effects to digital photographs. They insert video clips as part of a simple multi-media presentation and some use digital video competently to make short animated films.
240. Across KS2 pupils learn to save and retrieve their work. The previous work of pupils in Y6 shows developing skills in using a data base, spreadsheets and presenting information graphically.

Shortcomings

241. In KS2 few pupils acquire sufficient competence in the full range of ICT skills. Their skills in presenting information, using spreadsheets and simulations are limited.
242. In KS2 few pupils demonstrate appropriate independence when using the internet and working through programs.

Design technology

Key stage 1: Grade 2: Good features and no important shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

243. In Y1 pupils investigate the design of moving toys and some draw their own designs having examined moving puppets.
244. Pupils in Y2 examine designs for cards and develop their skills in using simple tools appropriately when making their own greetings cards. Most pupils successfully plan a route for a simple robot. Some record instructions using directional symbols and

input them successfully. Others use a simulation program skilfully to direct a car on screen.

245. Younger pupils in KS2 consider methods of food preparation, they follow a recipe, make and decorate cakes and prepare a snack using pot noodles, for example. They investigate the simple mechanisms used in books and use a template successfully to produce a pop-up card.
246. Older pupils in KS2 investigate, design and build moving vehicles. They develop appropriately their skills in joining materials and attaching moving parts. In Y5 a few use ICT to design a minibeast and in Y6 most pupils successfully prepare detailed scale plans for a playground shelter and produce well constructed models.
247. Throughout the school all pupils participate in a project to make lanterns. In line with their age they learn about the design and making process and develop appropriate skills. In KS2, it is evident in a display of pupils' work that some record the stages of the process well and produce well finished products.

Shortcomings

248. In KS2 pupils' skills in using different methods of cutting, shaping and joining materials are limited. They use an insufficient range of hard and soft materials.
249. In KS2 pupils do not sufficiently develop skills in evaluating and improving their designs and products. Their skills in working with simple mechanisms and control technology are underdeveloped.

History

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

250. In KS1 a majority of pupils increasingly distinguish between things that happen in their own lives and things that have happened in the past. They gain some knowledge of historical events, for example the Great Fire of London and a few know why the poppy is a symbol of remembrance.
251. In Y1 pupils learn that diaries can become a source of historical information. Through extracts from Samuel Pepys' diary a majority begins to identify how the Great Fire of London started and to consider the importance of different factors.
252. In Y2 pupils study transport and begin to compare present day transport with that in the past. A majority successfully researches what bicycles look like, compare designs today with those of twenty years ago, and identify changes that have improved their efficiency.
253. In KS2 pupils begin to ask questions and seek answers as to how and why historical events, personalities and issues developed as they did.

254. Pupils in Y3 make effective use of the locality when finding out about places of historical interest. The majority successfully finds out about daily life during the Roman period and portrays the daily lives of people in that period through a newspaper.
255. Pupils in Y4 increase their understanding of historical personalities. Many pose questions about Henry VIII and his lifestyle, including his marriages, children and religion. A few have good recall of important features of the Tudor period and begin to give explanations for key events.
256. In Y5 and Y6, through studying the Victorian period, a few pupils show a developing awareness that there are different representations and interpretations of events from the past.
257. In Y6 pupils demonstrate sound knowledge of important inventions, for example the steam engine, and through their research demonstrate an increasing insight into how industrial processes changed the way people lived in the 19th century. A few pupils begin to use primary sources of evidence, such as artefacts, to find out about homes in the past.

Shortcomings

258. In both key stages pupils' skills in historical enquiry are limited.
259. Across the school pupils have a limited understanding of important events and of the chronology of key periods that shaped society in Wales and Modern Britain.
260. In both key stages pupils make insufficient use of historical sources and artefacts. Their understanding of primary and secondary sources and how these can be interpreted in different ways is underdeveloped

Geography

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

261. Pupils in KS1 use observational skills well to identify key features on their journey from home to school. They use suitable symbols to record and label these features on simple sketch maps.
262. Pupils in Y1 identify the places on a map that 'Barnaby Bear' visits. A majority identify Wales on a map of the British Isles, begin to relate other places to Newport and uses appropriate geographical vocabulary to convey this information.
263. In Y2 a minority of pupils name the different types of houses people live in, conduct a survey and present their findings graphically. They study aerial photographs and a

plan of the school to identify the best place for a forest school site. A majority state their choice of site and explain why clearly.

264. Some younger pupils in KS2 show a good understanding of directions and use grid references accurately to locate geographical features and landmarks on a map.
265. Older pupils in KS2 understand the importance of protecting the environment through recycling, energy conservation and pollution control.

Shortcomings

266. In both key stages pupils' geographical enquiry and fieldwork skills are limited. A majority lacks sufficient competence in using appropriate geographical vocabulary.
267. In both key stages pupils' knowledge of physical and human features and of physical processes is underdeveloped.
268. In KS2 pupils understanding of contrasting localities in Wales and further afield is limited and their skills in identifying geographical patterns and understanding the importance of location are insufficiently developed.

Art and design

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
--

Good features

269. In Y1 pupils develop mark making skills with chalks appropriately and some develop pencil sketching techniques well.
270. In Y2 and Y3 pupils suitably develop observational drawing and painting skills through considering the position of features on the human face. They successfully paint simple portraits and have opportunities to experiment with the technique of marbling.
271. Most pupils in Y3 find out about mosaic designs from the Roman period, develop their own designs and enthusiastically produce mosaic tiles based on their designs.
272. In Y4 pupils experiment with the method of pointillism to create the effect of light and shade. They consider the work of impressionist artists, for example Seurat, and many begin to understand that our eyes blend the coloured dots when viewing these pictures. A few pupils observe and sketch a three dimensional image; others trace an outline and many replicate the technique of pointillism well using pastels.
273. In older KS2 classes pupils occasionally use painting, drawing and collage skills appropriately to enhance their work in other subjects.

Shortcomings

274. In KS1 pupils use a limited range of equipment and materials so that their artistic skills and competence in using appropriate techniques are insufficiently developed.
275. In KS2 pupils' skills in observation and sketching and in a range of artistic techniques, including sculpture, as well as in appraising their own work or that of others are underdeveloped.
276. Across the school pupils' knowledge of Welsh artists and designers is limited.

Music

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
--

Good features

277. Nearly all pupils in Y1 successfully tap out a steady beat and respond well to faster and slower rhythms. Most begin to recognise different instruments when evaluating a piece of music and a few describe in simple terms the mood of pieces of recorded music.
278. By the end of KS1 pupils begin to distinguish between musical elements. A few identify differences in dynamics, pace, duration and timbre.
279. In Y3 pupils identify differences in tempo when listening to recorded music and the majority tap a steady beat in time with the rhythm. They confidently distinguish between high and low pitch and a few create imaginative sound pictures using instruments.
280. In Y6 most pupils sing well and with obvious enjoyment. They perform two part songs well, show good control of musical elements when playing tuned and untuned instruments and some skilfully maintain individual instrumental parts in a group performance.
281. Most pupils in Y6 make well focused evaluations of recordings of blues music. They recognise features including riffs and ostinati. They write amusing lyrics to their own blues songs and many know which notes to use in traditional blues chord progressions.

Shortcomings

282. During whole school occasions, such as assemblies, the ability of pupils in both key stages to sing in tune and with good breathing, expression, rhythm and diction is underdeveloped.
283. In both key stages pupils' skills in composing, performing and appraising are not sufficiently developed.

Physical education

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

284. In KS1 pupils dress appropriately for physical education lessons and most understand the importance of exercise to good health.
285. In Y2 pupils warm up before exercising and most describe the effects of exercise on their heart and breathing rates. In gymnastics many perform sequences of shapes well. They make sensible evaluations of their work and that of others, concentrating on good quality shapes, movements and body tension.
286. In Y3 pupils enthusiastically perform a taught dance routine. A few display expression and good control of a range of movements.
287. During the warm up before a games lesson, pupils in Y5 perform a range of jumps and positions appropriately and follow instructions well in a 'sprint' game. A few demonstrate good shooting and receiving skills and some know the key positions in a game of netball.
288. Across KS2 pupils have opportunities to acquire gymnastic, dance, games and swimming skills through working with instructors. This has a positive impact on standards; for example, by the end of the key stage the majority of pupils learn to swim at least 25 metres.

Shortcomings

289. In KS2 pupils' skills in handling and setting up equipment are not well established. They do not develop sufficient competence in the full range of gymnastic, dance and games skills.
290. In KS2 pupils seldom build on evaluations to improve the quality of their gymnastic and games skills.

Religious education

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

291. In KS1 pupils learn how Christians celebrate religious festivals including Christmas and Easter. They recall some important characters from Bible stories and begin to identify religious symbols and to understand the features of worship.

292. Pupils in Y2 find out about the Jewish festival of Sukkot. They make Sukkot cards and build a booth or shelter in their classroom. This helps them to understand that Jews celebrate the time their ancestors lived in the desert.
293. By the end of the key stage some pupils begin to identify similarities and differences between how religious festivals from different traditions are celebrated and they begin to appreciate the importance of festivals in the lives of believers.
294. Many pupils in Y3 understand the symbolism of water in religion. They know that water is used in Christian baptism and that Muslims use water before they enter the Mosque. A majority begins to understand the importance of Mohammed to Muslims and of Jesus to Christians. They visit local places of worship, including St David's Church, and recognise this as a special place.
295. Many pupils in Y5 and Y6 recall the Christian creation story and some make comparisons with creation stories from other traditions. A majority of pupils show a clear understanding that people's beliefs affect their lifestyles and understand the importance of listening to and respecting the viewpoint of others.
296. By the end of the key stage some pupils begin to understand the importance of religious belief in shaping the identity of individuals and religious communities.

Shortcomings

297. In both key stages pupils' enquiry skills and sense of curiosity is not sufficiently developed, for example through the study of religious artefacts and religious texts.
298. In both key stages pupils do not study different religions in sufficient depth to enable them to make informed comparisons. They are seldom encouraged to reflect on their place in the worldwide family.
299. In KS2 pupils' knowledge of the achievements of religious figures in Wales and beyond is underdeveloped.

School's response to the inspection

300. The staff and governors of Millbrook Primary School have considered the outcomes of the inspection and are pleased that the findings acknowledge the significant progress that the school has made, and is continuing to make, since amalgamation.
301. We are pleased that the inspection has identified that a strong emphasis on improving learning and teaching, together with strong links with the community, helps to ensure good opportunities for pupils to achieve. As a school we recognize that this has been achieved through the hard work and commitment of all staff, a hardworking and dedicated governing body, well supported by enthusiastic parents and a caring community who have worked together enabling the newly amalgamated school to develop and move forward.
302. The school's post inspection action plan will be drawn up by the staff and the governing body and will address all issues and recommendations from the report. This plan will be shared with all parents and carers.

Appendix 1

Basic information about the school

Name of school	Millbrook Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	4 – 11 years
Address of school	Parrett Road Bettws Newport
Postcode	NP20 6DQ
Telephone number	01633 855100

Head teacher	Mrs Lindsey Watkins
Date of appointment	1st September 2007
Chair of governors/ Appropriate authority	Mr Ian Davies
Registered inspector	Mr Michael T. Ridout
Dates of inspection	2 nd to 12 th February 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	-	32	19	23	29	27	39	35	204

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	3	11.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.5 :1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25.5
Teacher (fte): class ratio	1.45 :1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	-	92.0	92.6
Summer 2008	-	90.0	90.1
Autumn 2008	-	94.4	92.6

Percentage of pupils entitled to free school meals	31%
Number of pupils excluded during 12 months prior to inspection	7

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		29			
Percentage of pupils at each level								
			D	N	W	1	2	3
English:	Teacher Assessment	School	-	-	-	3.4	79.3	17.2
		National	0.2	0.1	3.5	13.8	63.0	19.4
En: speaking and listening	Teacher Assessment	School	-	-	-	3.4	69.0	27.6
		National	0.2	0.1	2.4	10.7	62.8	23.8
En: reading	Teacher Assessment	School	-	-	-	3.4	72.4	24.1
		National	0.2	0.1	4.1	14.9	55.2	25.5
En: writing	Teacher Assessment	School	-	-	-	6.9	89.7	3.4
		National	0.2	0.1	4.8	15.9	67.8	11.3
Mathematics	Teacher Assessment	School	-	-	-	3.4	72.4	24.1
		National	0.2	0.1	2.0	10.9	65.2	21.6
Science	Teacher Assessment	School	-	-	-	3.4	69.0	27.6
		National	0.2	0.1	1.6	8.5	66.3	23.4

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

In the school	96.6	In Wales	80.7
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D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication.

W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

National Curriculum Assessment Results End of Key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:		34					
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School	-	-	-	-	5.9	14.7	47.1	32.4
		National	0.2	0.1	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	-	-	-	-	8.8	5.9	55.9	29.4
		National	0.2	0.1	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	-	-	-	-	2.9	11.8	50.0	35.3
		National	0.2	0.1	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment

In the school	79.4	In Wales	75.5
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D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication.

W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

Appendix 4

Evidence base of the inspection

Four inspectors, together with the school's nominee, spent the equivalent of eleven inspector days in the school and met as a team before the inspection.

These inspectors visited:

- forty-seven lessons or part lessons, across areas of learning and NC subjects;
- registrations, assemblies and acts of collective worship and a range of extra-curricular activities;
- the class timetables during the inspection included relatively few lessons in some foundation subjects. As a consequence subject judgements take account of standards in previous work and evidence drawn from discussions.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- the head teacher, 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;
- forty-eight responses to the parents' questionnaire, of which 98 per cent were positive;
- 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 head teacher and deputy head teacher, the staff and the governors. A representative of the local education authority attended the meetings with governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Key Question 2: How effective are teaching, training and assessment? Key Question 5: How effective are leadership and strategic management? Key Question 7: How efficient are leaders and managers in using resources? Under-fives; mathematics; design and technology and art.
Mr. Chris Dolby Team inspector	Assessment aspect of KQ2. Key Question 4: How well are learners cared for, guided and supported? Key Question 6: How well do leaders and managers evaluate and improve quality and standards? English; Welsh second language; information and communications technology; music and physical education.
Mrs. Gill Ellis Team inspector	Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? AEN aspect of KQ4. Science; geography; history. and religious education.
Mrs. Rhiannon Boardman Lay inspector	Aspects of Key Questions: 1, 3, 4 and 7
Peer Assessor	None was appointed by Estyn
Mrs. Lindsey Watkins Head teacher and nominee	Liaison with inspectors, contributions to team discussions and the school's response.

Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

Contractor:

E.L.L.I.S. (Cymru) Limited.
Jasmine Enterprise Centre
Unit 1
Treseder Way
Cardiff
CF5 5BQ