

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

A Report on the Quality of Education in

**New Inn Primary School
Off Golf Road
New Inn
Pontypool
Torfaen
NP44 0PR**

School Number: 6782320

Date of Inspection: 10 March 2008

by

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New Inn 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 New Inn Primary School took place between 10/03/08 and 14/03/08. An independent team of inspectors, led by Wil Williams 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. The school is situated in the village of New Inn, to the south of Pontypool. It was opened as a new school in September 2006 following the amalgamation of New Inn Infants and Green Lawn Junior schools. Pupils are drawn from the traditional catchment area as well as from further afield, due to parental choice.
2. Children are admitted into the school full-time at the beginning of the term following their fourth birthday. There are currently 516 full-time pupils on roll together with 52 part-time nursery children. They are organised into eighteen mixed ability classes and one nursery class. The teaching staff comprises twenty full-time and five part-time teachers.
3. English is the language spoken at home by the vast majority of pupils. Three pupils learn English as an additional language (EAL); there are no pupils for who Welsh is their first language. A very small percentage of pupils come from ethnic minority backgrounds.
4. There is no significant degree of social or economic deprivation in the area. Approximately nine percent of pupils are registered as being entitled to receive free school meals, which is substantially lower than the county and national averages.
5. Baseline information shows that pupils enter the school with a profile slightly higher than the Local Education Authority (LEA) average with the vast majority of pupils able to cater for personal needs independently. Approximately 15 per cent of pupils have additional learning needs (ALN) which is slightly lower than the national average, seven of which have a statement of additional learning needs. Eight pupils are 'looked after' by the local authority.
6. This is the school's first inspection since it was opened in 2006.

The school's priorities and targets

7. The school aims to:
 - place pupils' learning and the highest quality of teaching at the core of its activities;
 - foster intellectual curiosity and a spirit of enquiry in all pupils; and
 - develop highly motivated pupils who are active participants in the learning process and have a positive self-image.
8. The school's main priorities and targets for the 2007-08 period include to:
 - continue to prepare for the implementation of the Foundation Phase in September 2008;
 - enhance the learning environment in key stage 2; and
 - successfully implement the Curriculum 2008 Framework.

Summary

9. The successful amalgamation of the infants and junior schools has ensured that parents and pupils feel confident about the new school and that high standards have been maintained.
10. Outstanding attention is given to ensuring pupils develop the skills for life long learning. The school's emphasis on pupils' personal, social and emotional development helps to prepare pupils very well for their next stage of learning.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
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 2
7 How efficient are leaders and managers in using resources?	Grade 2

11. Judgements in the school's self-evaluation agreed with the inspectors' findings in three of the seven key questions. Where they differed, the school had awarded itself higher grades than those judged by the inspection team.
12. In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	73%	10%	1%	0%

13. These percentages are higher than the Welsh Assembly Government (WAG) target for 2010 and also the national picture reported by Her Majesty's Chief Inspector (HMCI) in her latest annual report.
14. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

15. The quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
16. Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 1
Welsh Second Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 1
History	Grade 2	Grade 1
Geography	Grade 2	Grade 1
Art	Grade 1	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

17. Pupils of all ages and abilities including those for whom English is an additional language, experience success in their work. Those with additional learning needs make good progress and achieve their individual targets.
18. In 2007, pupil attainment at the end of key stage 1 was considerably higher than the national levels of performance in all three core subjects and was generally in the upper 50 per cent of similar schools. Pupil attainment at the end of key stage two was comparable to the national performance and was in the lowest 50 per cent of similar schools.
19. Pupils of all ages generally make good or better progress in their communication and mathematical skills. The development of ICT skills in key stages 1 and 2, have good features that outweigh shortcomings.
20. Pupils show a positive attitude towards learning Welsh but their ability to use Welsh in different curricular contexts is too limited.
21. Pupils of all ages make outstanding progress in their learning. They are well motivated, enjoy learning and demonstrate good levels of initiative. They work independently and co-operate well on tasks.
22. Across the school, pupils make outstanding progress in their personal development. Standards of behaviour in lessons and around the school are consistently very high; pupils are friendly and polite towards each other and adults and show very good levels of self-discipline.
23. Pupils make good progress in their moral and social development. They have a good understanding of equality of opportunity and the need for racial

tolerance. Their spiritual development has good features that outweigh shortcomings.

24. Attendance for the last reporting year was 93 per cent, which is broadly in line with the LEA and all Wales average.

The quality of education and training

25. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	65%	7%	2%	0%

26. The number of lessons where teaching is Grade 2 or better is higher than the WAG target for 2010 and also compare well with the national picture reported by HMCI in her latest annual report.
27. Where there are outstanding features in teaching pupils of all abilities are challenged and encouraged to discover their own solutions to problems.
28. Good features which are common to the vast majority of lessons include high teacher expectations, effective use of a range of resources, well paced teaching and very effective use of pupil self-assessment.
29. In the very few instances in key stage 2 where there are shortcomings in teaching lessons are not prepared thoroughly, the resources used are inappropriate and pupils are over-reliant on templates.
30. The rigour of assessment and its use in planning and improving learning is good with outstanding features. Pupil self-assessment systems are thorough and a wide range of measures are used to test and track pupils' progress.
31. The school provides a wide range of interesting learning experiences including extra curricular activities that effectively meets the needs and range of all the pupils.
32. Outstanding arrangements are in place for pupils' personal, social and citizenship education. Healthy lifestyles are promoted extremely well and there are very clear policies to ensure everyone's health, safety and well-being.
33. The school has a good partnership with parents and this has a positive impact on pupils' education.
34. Provision for the *Cwricwlwm Cymreig* is outstanding but planning for progression in the development of pupils' bilingual skills has not yet been developed.
35. The extent to which learning experiences respond to the needs of employers and the wider community is good with outstanding features.

36. Pupils have a very good range of opportunities to gain an insight into the working world. Various enterprise projects ensure that outstanding provision is made for the development of pupils' entrepreneurial skills.
37. Arrangements to promote education for sustainable development and global citizenship are outstanding.
38. The way in which the school plans and manages the care, support and guidance arrangements for its pupils is an outstanding feature of its work. The school council ensures that pupils' voice is heard in the running of the school.
39. Provision for pupils with additional learning needs is good. Pupils' learning needs are identified at an early stage and assessment of their needs is reviewed regularly.
40. There are clear policies to promote equal opportunity, gender and racial equality.

Leadership and management

41. The positive leadership provided by the head teacher co-ordinates the work of the staff and governors effectively. Teaching staff fulfil their leadership and managerial roles thoroughly.
42. The governing body is actively involved in the school's strategic development and plays a full part in decision-making processes.
43. The school's self-evaluation report is generally of a good quality. There are clear links between the outcomes of the self-evaluation and the priorities included in School Development Plan.
44. With the exception of ICT, resources in all subjects are plentiful and of good quality. The accommodation is generally good.
45. Finances are well-managed and spending decisions are well-matched to the school's priorities. The school provides value for money.

Recommendations

46. In order to move the school forward, the governing body and staff need to:
- R1 ensure better planning for progression in the development of pupils' bilingual skills;
 - R2 address the shortcomings identified in the quality of teaching in key stage 2;
 - R3 raise standards in ICT as a key skill and improve the quality and range of information technology equipment.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

47. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
48. In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	73%	10%	1%	0%

49. These percentages are higher than the WAG target for 2010, which states that the quality of learning should be Grade 3 or higher in 98 per cent of lessons.
50. These averages also compare well with the national picture reported by HMCI in her latest annual report where nationally standards in 10 per cent of lessons were Grade 1, 70 per cent Grade 2 and 19 per cent Grade 3.
51. Standards of achievement of children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

52. The quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
53. Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 1
Welsh Second Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 1
History	Grade 2	Grade 1
Geography	Grade 2	Grade 1
Art	Grade 1	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

54. Pupils of all ages and abilities including those for whom English is an additional language, experience success in their work and make good progress. Pupils with additional learning needs also make good progress and achieve their individual targets.
55. In 2007, pupil attainment in English, mathematics and science at the end of key stage 1 was considerably higher than the national levels of performance in all three subjects. Pupil attainment at the end of key stage two was generally comparable to the national performance. A good proportion of pupils in key stage 1 and key stage 2 achieved Level 3 and Level 5 respectively.
56. Results in key stage 1 during 2007 were generally in the upper 50 per cent of schools which have a similar percentage of pupils eligible to receive school meals. Key stage 2 results were in the lower 50 per cent of similar schools.
57. There is no discernible gender difference in pupil attainment.
58. Early Years' children make good progress in their communication and mathematical skills. They speak confidently, listen intently to their teachers and peers and use basic mathematical skills well in practical situations.
59. There are outstanding features in the speaking and listening skills of key stage 1 and 2 pupils. They contribute intelligently during class and group discussions and listen intently to the contributions of their peers. They apply their reading and writing skills effectively across a range of curricular contexts.
60. Key stage 1 and 2 pupils use and apply their mathematical skills purposefully in different curricular contexts especially when undertaking scientific practical activities.
61. At both key stages, pupils' ability to use their ICT skills effectively for a variety of cross-curricular purposes is underdeveloped. This can be attributed mainly to the shortage of appropriate computer equipment in the classrooms.
62. Pupils show a positive attitude towards learning Welsh and respond to the best of their ability during lessons. However, their ability to speak, read and write in Welsh in different curricular contexts is too limited.
63. Across the school, pupils use their creative skills very effectively to explore situations and to develop and express their ideas. Problem solving skills also develop well.
64. Pupils of all ages make outstanding progress in their learning. They acquire new knowledge, understanding and skills very effectively and face new challenges confidently. The whole school practice of pupils evaluating the progress they made during the session contributes substantially towards increasing their awareness of their levels of achievement. By key stage 2, pupils discuss the strengths and weaknesses of their work objectively and are able to identify what they need to do to improve.

65. Across the school, pupils make outstanding progress in their personal development. Standards of behaviour in lessons and around the school are consistently high; pupils are friendly and polite towards each other and adults and show high levels of self-discipline. They play and socialise well together, neither pupils nor their parents view bullying or oppressive behaviour as an issue within the school. There was one temporary exclusion during the year prior to the inspection.
66. The vast majority of pupils make good use of their time in lessons; they are well motivated and enjoy learning. Almost all demonstrate good levels of initiative, work independently when required and co-operate well in pairs or group work.
67. Pupils make good progress in their moral and social development. They have a good understanding of equality of opportunity and the need for racial tolerance. They demonstrate good standards of fairness and honesty. Their understanding of other cultures and faiths is good but their awareness and preparation for life in multi ethnic society is not as strong. Their spiritual development has good features that outweigh shortcomings. Through art, music and literature pupils gain a good spiritual understanding. However, their ability to reflect upon and appreciate the moral and social themes delivered during acts of collective worship is underdeveloped.
68. All pupils develop a good understanding, appropriate to their age, of their role in the community and in the work place.
69. Attendance for the last reporting year was 93 per cent. This is broadly in line with the LEA and all Wales average. Despite the school's best efforts a minority of families take holiday in term time; this was an issue raised at the time of the previous inspection. The vast majority of pupils arrive at school on time each day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features in teaching to support the school's judgement of a Grade 1 in this key question.

71. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	65%	7%	2%	0%

72. The number of lessons where teaching is Grade 2 or better is higher than the WAG target for 2010 that 80 per cent of teaching should be Grade 2 or better.

73. These averages also compare well with the national picture reported by HMCI in her latest annual report where 14 per cent of teaching nationally was Grade 1, 66 per cent Grade 2 and 18 per cent Grade 3.

74. Good and very good teaching was observed throughout the school. Shortcomings in teaching were noted in a very small number of instances.

75. Teaching in the Early Years is consistently good and sometimes outstanding. There are well established routines and teachers have very good relationships with the children. Teachers have clear written plans which build on previous learning and which describe clearly what each child is expected to learn during the activity.

76. Across the school teachers plan effectively so that their lessons build systematically on pupils' previous knowledge. Within each year group teachers plan together to ensure consistency. Plans show clearly the objectives of the lessons and the arrangements which accommodate more able pupils and those with additional learning needs or who learn English as an additional language.

77. Where there are outstanding features in teaching:

- stimulating and well-directed teaching challenges learners of all abilities to achieve excellence; and
- skilful questioning extends pupils' thinking and encourages them to discover their own solutions to problems.

78. Where there are good features:

- teachers have a secure knowledge of the subjects they teach and have high expectations of the pupils in terms of attainment and behaviour;

- lessons are well organised and a range of resources and strategies are used to ensure pupils are engaged and motivated;
 - lessons are delivered at a good pace and time limits are set for pupil to complete their tasks;
 - plenary sessions are used well to consolidate learning and to assess progress;
 - pupils are encouraged to consider the key skills used during the lesson; and
 - a range of pupil self assessment and peer assessment procedures are used to focus pupils' attention on their success in achieving their learning objectives.
79. In the very few lessons in key stage 2 which have shortcomings in teaching:
- lessons lack pace and are not prepared thoroughly;
 - the resources used are inappropriate;
 - an atmosphere which is conducive to purposeful learning is not created; and
 - pupils are over-reliant on templates which constrain their creativity.
80. Teachers make every effort to ensure that all pupils have equal opportunity, regardless of gender, race or disability.
81. The rigour of assessment and its use in planning and improving learning is good with outstanding features.
82. Pupils' work is marked thoroughly with teachers' comments indicating clearly how pupils can make further improvements. The practice in years 5 and 6 whereby pupils make written responses to teachers' comments is an outstanding feature.
83. There are outstanding features in pupil self-assessment systems. Pupils of all ages are encouraged to judge their success in meeting the lesson objectives and a system of 'traffic light' cards enables them to evaluate how secure their new knowledge is. By year 6, many pupils can suggest the direction of their next steps and set appropriate targets for themselves.
84. There are comprehensive and rigorous procedures in place to track pupils' progress from entry into the nursery to the end of key stage 2. In addition individual targets for attainment at year 6 are set each year.
85. The school uses a range of measures to test pupils' progress in English, mathematics and science. The analysis of test results to inform future planning and to set targets is rigorous. This is an outstanding feature.
86. Assessment of progress in the foundation subjects is an area that subject co-ordinators are currently developing.
87. Portfolios of levelled work are being compiled for all subjects to ensure consistency with the school working with similar schools on a programme of moderating the assessments.

88. Parents are offered three opportunities each year to discuss their children's progress with class teachers. Annual reports to parents provide relevant information on all curriculum areas and identify pupils' achievements. Targets in English, mathematics and science are set. Reports are of good quality and meet statutory requirements.

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

89. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. The team judged that although the newly amalgamated school is making good progress in developing the curriculum from nursery to year 6, there are not yet sufficient outstanding features to justify a grade 1 overall for this key question.
90. The school provides a wide range of interesting learning experiences that effectively meets the needs and range of all the pupils. The aims of the school, as described in its prospectus, successfully underpin all aspects of the broad and balanced curriculum it provides.
91. Since the amalgamation of the infant and junior schools, subject co-ordinators have effectively revised schemes of work to ensure continuity and progression in pupils' learning. Two year cycles of topics take good account of the needs of pupils in mixed age classes. Effective planning by teachers in parallel classes also ensures consistency within the same year group. There is a good mix of subject specific lessons and thematic work.
92. The curriculum for children in the nursery and reception classes is very well planned. A rich variety of stimulating learning experiences is offered, with a good balance between adult directed and child initiated activities and opportunities for children to learn through play and practical tasks. The provision for nursery children to develop their knowledge and understanding of the world has outstanding features. They have many outstanding opportunities to learn about the environment, animals and growth.
93. Opportunities for pupils to use their communication, numeracy and ICT skills are effectively identified in all schemes of work. Good progress has been made in developing a shared understanding among members of staff of how key skills and other learning skills, such as problem solving, can be developed across the curriculum. Planning for progression in the development of pupils' key skills is, however, at an earlier stage.
94. Good provision is made to broaden and enrich pupils' experiences through a wide range of extra curricular activities, visits, visitors and a residential visit for older pupils.

95. Outstanding arrangements are in place for pupils' personal, social, health and citizenship education. This is a strength of the school's work and underpins the whole curriculum. A great many opportunities are provided that develops pupils' understanding of healthy and safe lifestyles, basic first aid, tolerance and emotional well being and environmental understanding.
96. Good provision is made for pupils' social and moral development. Whilst some opportunities are provided to develop pupils' understanding and knowledge of diversity in modern British culture, this aspect is underdeveloped overall. Within some subjects pupils' spiritual development is addressed well, for example through art, music and literature. However, there are missed opportunities to develop their spiritual understanding especially during key stage collective acts of worship.
97. Overall the quality of partnership with parents, the community and other schools is good with no important shortcomings. There are good links with initial teacher training institutions and colleges. Links with the local secondary school and other local primary schools are very productive with a well established forum for teachers to meet and share good practice. The school has a good involvement with the local and wider community and business; this enriches and broadens pupils' learning experiences.
98. Those parents who responded to the pre inspection questionnaire expressed strong support for the school. The school has a good partnership with parents and this has a positive impact on their children's education. There is an appropriate home/school agreement in place. The school prospectus is informative and good and regular information is provided for parents via the regular newsletter.
99. The extent to which learning experiences respond to the needs of employers and the wider community is good with outstanding features.
100. Provision for work related education is good. Pupils have a very good range of opportunities to gain an insight into the working world that are linked well to the topics they study. However, no staff placements to business or industry have taken place as part of the school's continuing professional development programme.
101. The school's promotion of *Y Cwricwlwm Cymreig*, is good with outstanding features. There is extremely good, co-ordinated planning for pupils to develop their knowledge of the culture, history and environmental characteristics of Wales through subjects such as history, art, geography and music. Aspects of *Y Cwricwlwm Cymreig* are prominently displayed throughout the school.
102. Incidental Welsh is used to a greater or lesser extent in every class, but planning for progression in the development of pupils' bilingual skills has not yet been developed.

103. Arrangements to tackle social disadvantage are good. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life what ever their ability, gender or background.
104. Arrangements to promote education for sustainable development and global citizenship are outstanding. The school has gained the Eco green flag three times in recent years. The Eco committee is very well established and there are a raft of initiatives and projects that ensure the school acts in a sustainable way and promotes environmental awareness. Prominent attention is given to global citizenship within the geography curriculum.
105. Enterprise projects, skill challenges and a good emphasis on co-operation and working with others all ensure that excellent provision is made within the curriculum for the development of pupils' entrepreneurial skills; this is a strength of the school. The school council and Eco committee also provide a good opportunity for pupils to be involved in decision making within the school and to learn about democratic processes.
106. Outstanding attention is given to ensuring pupils develop the skills for life long learning. The school's extremely strong emphasis on pupils' personal, social and emotional development helps to prepare pupils very well for their next stage of learning.

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

Grade 2: Good features and no important shortcomings

107. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. The team judged that there are not enough outstanding features to justify a grade 1 overall for this key question.
108. The way in which the school plans and manages the care, support and guidance arrangements for its pupils is an outstanding feature of its work. It provides a happy, supportive and caring environment for pupils to learn. Children receive regular talks about their personal safety, relationships and pastoral issues. They say staff have a sympathetic ear and deal with any concerns they may have quickly and effectively.
109. The school works closely with parents and carers. Wherever possible they are consulted about the care and support needed for their children; parents reported that the help and guidance given to their children is a key strength of the school. The school benefits from established links with visiting professionals from the local authority and health and social services.
110. There are good arrangements to ensure children settle quickly into their new nursery class; and ease the transition process at all stages. Teachers speak with parents and an information booklet is presented. New pupils or transferring pupils and their parents or carers have similar opportunities to visit the school prior to enrolment.

111. The school council is well established and effectively represents pupils' opinions. It provides them with a voice and as a consequence their views can be heard and influence the work of the school when appropriate. The council is democratically elected and meets regularly.
112. Systems to monitor and address any concerns related to pupils' behaviour are good. These result in a consistent approach being taken by all staff to manage any occasional inappropriate behaviour. Arrangements to monitor attendance and punctuality are good and the expertise of external agencies is sought if there are concerns. Outstanding arrangements are in place to monitor pupils' performance. Achievement is very closely tracked through the very effective systems that the school has established. All adults consistently provide good support and guidance, which enables pupils to understand their work.
113. There are very clear policies and appropriate procedures to ensure everyone's health, safety and well-being; this is a strength of the school. Suitable risk assessments are regularly carried out. Arrangements to deal with any accidents or illness during the school day are clear.
114. Child protection procedures reflect current recommended good practice, are well documented and known to all that work in the school. All staff have received appropriate training.
115. The school also ensures that healthy lifestyles are promoted extremely well through topics within the curriculum and additional sports activities. Healthy food choices are offered at lunchtime and appreciated by pupils. The school has gained the Healthy Schools' Award four times in recent years.
116. Provision for pupils with additional learning needs is good and complies with statutory requirements. Pupils with additional learning needs are identified at an early stage and assessment of their needs is reviewed regularly. Individual Education Plans (IEP) identify realistic achievable steps for individual pupils and parents are involved at all stages of the identification process. Termly reviews with parents provide opportunities to discuss progress and achievements.
117. Teachers and support staff are well focused on meeting pupils' additional learning needs. Structured intervention programmes help pupils to develop in their basic skills well. The school works closely with outside agencies and seeks expert advice where necessary.
118. There are clear policies to promote equal opportunity, gender and racial equality. There are appropriate arrangements to eliminate bullying, any form of harassment and racial discrimination. Pupils express confidence in the school's systems. There is a suitable disability inclusion policy and an action plan. The school's accessibility plan is clear, concise and informative. Measures are in place to ensure no one is disadvantaged because of their disability.

Leadership and management

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

Grade 2: Good features and no important shortcomings

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. The positive leadership provided by the head teacher co-ordinates the work of the staff and governors effectively giving a clear sense of direction to the school's development. High standards are promoted and there are shared values about learning, behaviour and relationships. There are clear aims and policies that are focused on pupils' needs and are implemented fully by staff and governors.
121. The success of the recent amalgamation of the infants and junior schools owes much to the thought and preparation that went into the process by the head teacher, governors and staff. Parents and pupils feel confident about the new school and high standards have been maintained.
122. Equality for all is promoted and the contributions of pupils, parents, governors and staff are appreciated. Teaching staff work effectively as a team; they fulfil their leadership and managerial roles thoroughly and play an active part in strategic planning for school development.
123. The head teacher is very ably supported by an energetic and committed deputy head teacher who plays a key role in securing the success and development of the school.
124. The recently formed senior management team (SMT) comprising the head teacher, the deputy head teacher, assistant head teacher and four senior teachers functions effectively ensuring that research, reporting, monitoring and analysis can be carried out at a range of levels. This contributes substantially towards ensuring continuous school improvement.
125. Subject co-ordinators make an outstanding contribution to the school's self-evaluation procedures. They fulfil their monitoring and evaluation role extremely thoroughly and their work impacts directly on raising standards and improving provision.
126. National and local priorities such as inclusion the Healthy Schools Initiatives and Assessment for Learning are built into the school's development framework and feature highly in its everyday work. The lead role which the school has taken in the Local Education Authority on personal and social education and education for sustainable development and global citizenship is an outstanding feature.

127. Target setting is seen by the school as a key strategy for improving pupils' attainment and achievement. Assessment findings are rigorously analysed in order to identify focus groups with both low and high achievers identified for either support or extension work.
128. The end of key stage targets which are based on pupils' predicted performance are both challenging and achievable.
129. The systems for identifying teachers' continuous professional development needs and ensuring they have appropriate support and training to meet their individual objectives are generally effective. Performance Management systems are well established with members of the senior management team annually assessing the quality of teaching. The outcomes of their lesson observations enable the school to identify the professional needs of individual teachers and provide guidance and training where necessary. However, the systems have sometimes lacked rigour and important shortcomings in a small number of classes have not been clearly identified and addressed.
130. The governing body has a wide range of expertise and over recent years has been actively involved in the school's strategic development. They play a full part in decision-making processes and are aware of the importance of their role as 'critical friends' to the school. They function very effectively through a number of sub-committees and contribute meaningfully School Development Plan.
131. Governors fulfil their monitoring and evaluation role diligently. They regularly visit classrooms to observe teaching and talk to subject co-ordinators about their work. They fulfil their statutory responsibilities thoroughly.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. There are effective and manageable self-evaluation processes that principally address standards and the quality of the education. They are embedded in strategic planning and draw on direct evidence from a number of sources that include pupils' work, internal standardised tests, teachers' planning and lesson observations.
134. Detailed analysis of assessment data by the deputy head teacher enables the school to identify key shortcomings in both standards and teaching that need to be addressed. Effective use is made of benchmark data to compare the school's performance with that of similar schools and to identify trends over time.

135. Staff are involved at all levels in the self-evaluation processes and their views are valued. Subject co-ordinators carry out detailed evaluations of their subjects and draw up purposeful action plans to address any shortcomings identified.
136. The year group self-evaluations are of particularly good quality enabling staff to consider their contribution towards the effectiveness of the year group team and to identify where further developments are necessary. This fosters effective team work and also ensures consistency in both teaching and standards across the classes.
137. Questionnaires are used effectively to canvas the views of parents. Outcomes are shared with parents and any areas of concern are addressed immediately. Through the school council and short surveys pupils' opinions are listened to and their views considered in decision-making processes.
138. The school's self-evaluation report is generally of a good quality and has a clear focus on standards and performance. Due reference is made to the criteria in the Common Inspection Framework and comments are mainly evaluative rather than descriptive. The judgements made are clear, honest and evidence based. Both the strengths of the school and the areas for improvement are identified clearly in the report.
139. Judgements in the school's self-evaluation report agreed with the inspectors' findings in three of the seven key questions. Where they differed, the school had awarded itself higher grades than those judged by the inspection team.
140. There are clear links between the outcomes of the self-evaluation and the priorities included in School Development Plan. The plan provides a clear strategic direction for the work of the school with the outcomes of self-evaluation used effectively to identify both immediate and long term priorities for action. Sufficient resources are allocated to ensure their implementation.
141. The School Development Plan is regularly evaluated and further action taken if necessary. Staff and governors are fully involved in the process.
142. Evidence shows that both self-evaluations and development plans have resulted in discernible improvement in standards and quality.
143. New Inn is a recently formed primary school therefore no judgements are made of the progress made since the last inspection.

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

Grade 2: Good features and no important shortcomings

144. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. The team judged since there were no outstanding features in this key question a grade 1 could not be awarded.

145. The school has a wide range of teaching and support staff with the full spread of subject expertise. There is a good range of subject knowledge to serve pupils in terms of the curriculum and enough support staff have been employed to deal with the needs of individual pupils and groups. The close co-operation between teachers and support staff has a positive impact on both teaching and learning.
146. Staff are well supported by professional development to ensure maximum efficiency. Training proprieties are linked to the needs of the school as identified in the School Development Plan.
147. The three secretarial staff provide valuable support for the head teacher, staff, pupils and parents. They contribute substantially to the smooth running and effective administration of the school.
148. The two caretakers are generous with their time and expertise, saving the school large amounts of money with their maintenance, construction and decorating skills.
149. With the exception of ICT, resources in all subjects are plentiful and of good quality Progress in ICT is hindered by a significant lack of resources.
150. The high quality of general reading books, reference books, materials and equipment found in classes, reading areas, library and resource rooms enhance the quality of pupils' work and learning.
151. The accommodation is good with no important shortcomings. Lively displays of pupil's work make the classrooms, corridors and shared areas attractive and show the school values pupils' achievements. Although the junior building is far older and less spacious than the new infant building, the available space is managed well. Most areas of the school are bright, clean and well cared for, but in the junior building there are several areas in need of repair and redecoration.
152. The positive ethos in the school which encourages staff to exchange ideas and support each other contributes substantially towards enabling both teachers and support staff to share and develop their subject expertise effectively.
153. Teachers' preparation, planning and assessment time is used effectively. The cover provided by the head teacher during these sessions is of high quality and is an effective strategy for monitoring continuity in pupils' learning.
154. In allocating roles careful attention has been paid to the workforce agreement/raising standards agenda to allow time for support staff to work on tasks removed from teachers' job descriptions. This has a positive impact on standards and the quality of teaching.

155. Very good attention has been given to the requirements of the workforce remodelling. The formulation of a new staffing structure and especially the senior management team has led to more effective strategic management.
156. Finances are well-managed and resources including staffing are under constant review. Budgetary control is stringent, and the governing body monitors spending rigorously to ensure cost effectiveness. Spending decisions are well-matched to the school's priorities, as identified in the School Development Plan. The school provides value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Nursery Grade 2: Good features and no important shortcomings

Reception Grade 2: Good features and no important shortcomings

Good features

157. Nursery children enjoy listening to stories and are eager to offer comments on the pictures. Most children, including those with speech difficulties, are beginning to communicate well with one another and engage happily in conversations with adults. More confident children speak clearly and audibly to a larger audience. They exchange simple greetings and answer the register appropriately in Welsh. They enjoy making marks with a variety of writing implements and are becoming aware of initial letter sounds.
158. Children in reception classes listen extremely well to their teachers and respond appropriately to requests and instructions in both English and Welsh. Using 'walkie talkies' and 'telephones', they communicate effectively with one another in the 'Builder's Yard' role-play area. They respond enthusiastically to stories and most children sequence key events in the correct order. They have secure knowledge of letters and their related sounds. Older and more-able children confidently blend sounds in three letter words and are beginning to read simple texts with understanding. They make good progress in forming letters correctly, enjoy using writing for a variety of purposes, including in role-play activities, and write at increasing length.

Shortcomings

159. Although there are no important shortcomings, a few reception children do not use the full range of reading strategies available to them to gain meaning from text.

Personal and social development

Nursery Grade 1: Good with outstanding features

Reception Grade 1: Good with outstanding features

Outstanding features

160. Both nursery and reception children are exceptionally well behaved in class and when moving around the school. Nursery children walk in pairs very sensibly up two flights of stairs to the hall and show excellent self control when practising on the stage for the nursery concert.
161. Reception children's understanding of individual differences and the feelings of others is outstanding. They make extremely sensitive, thoughtful suggestions about how to make someone who is sad feel better.

Good features

162. Children in the nursery happily leave their parents and carers. They are familiar and comfortable with class routines, choose activities independently and concentrate for considerable periods of time. They participate well in large group discussions and most children take turns without fuss.
163. Most reception children undress themselves independently and dress appropriately, ready for physical activities. They work and play harmoniously together and demonstrate an increasing ability to organise their own play activities, for example, in Mother Pig's 'holiday cottage'. They tidy up quickly, putting things back in the right place at the end of sessions.

Shortcomings

164. There are no important shortcomings.

Mathematical development

Nursery Grade 2: Good features and no important shortcomings

Reception Grade 2: Good features and no important shortcomings

Good features

165. The majority of nursery children use mathematical language such as 'big', 'small', 'long' and 'short' appropriately to describe which boxes would be the best fit for a variety of objects. With support, they are beginning to count up to ten and order numbers in the correct sequence. They are beginning to develop the concept of 'one less' through number songs such as 'Ten in the Bed'.
166. Reception children recognise similarities and differences in a number of three dimensional shapes. They use mathematical language increasingly accurately to describe the distinguishing properties of shapes such as cubes, spheres and cylinders. Older and more-able children understand the differences between two dimensional and three dimensional shapes. They make good progress in number recognition and counting. More-able and older children count up to twenty and understand 'more' and 'less' than. Their knowledge of different coins is developing well.

Shortcomings

167. There are no important shortcomings.

Knowledge and understanding of the world

Nursery Grade 1: Good with outstanding features

Reception Grade 2: Good features and no important shortcomings

Outstanding features

168. Children in the nursery are developing excellent knowledge of animals by feeding and caring for the class guinea pigs and observing and discussing

cocoons, chicks and frog spawn. They demonstrate an excellent early awareness of the need to care for the environment, recycling materials such as paper and plastic.

Good features

169. Nursery children show good awareness of the passage of time and differences in the weather from day to day. Through role play activities, such as the class 'hair dressers,' they are becoming aware of the jobs people do. Their early scientific and technological understanding is developing well through activities such as making pizzas, growing potatoes and engaging in a wide variety of small and large construction activities. They confidently use computers and other ICT equipment.
170. Children in reception classes are developing a good awareness of festivals in other cultures such as Chinese New Year. They are beginning to use vocabulary related to time such as 'next', 'after' and 'later' appropriately and can sequence pictures of events during the day correctly. They are developing a good understanding of the differences between day and night. When using computers they select, click and drag pictures correctly to complete a program. Their knowledge of the different kinds of work people do is developing well. Their early design and making skills are applied very well in constructing houses for the three pigs from recycled materials.

Shortcomings

171. There are no important shortcomings.

Physical development

Nursery Grade 2: Good features and no important shortcomings

Reception Grade 2: Good features and no important shortcomings

Good features

172. Children in the nursery are developing good control and co-ordination using a variety of large and small equipment. For example, they enjoy jumping in sacks, running with wheeled toys and throwing balls through nets. They handle writing implements, paint brushes and play dough with increasing skill.
173. Reception children handle scissors well, skilfully cutting along a line, and use glue sticks dextrously to paste and place the pieces of paper they have cut out. They move confidently around the hall, responding enthusiastically to suggestions to move, for example, like 'a robot', 'an astronaut' or 'a mouse'. They pass, roll, bounce and catch balls with good control and co-ordination and increasingly use these skills effectively when working in pairs. During outdoor play, children pedal tricycles forwards and backwards and move around the space safely without bumping into others.

Shortcomings

174. There are no important shortcomings.

Creative development

Nursery Grade 2: Good features and no important shortcomings

Reception Grade 2: Good features and no important shortcomings

Good features

175. Nursery children enjoy singing simple songs from memory, with accompanying actions, and performing them for an audience. They develop their drawing, painting, collage and printing skills very well and enjoy exploring a wide range of interesting materials and techniques. They use the props available appropriately to engage in imaginative role-play in the 'hair dressers'.
176. Children in reception classes act out a variety of imaginary scenarios very well in the 'Builder's Yard', with the help of props such as helmets, 'drills' and clip boards. They enjoy exploring the different textures and patterns produced by a range of paints and printing blocks. Their paintings are bold, confident and show good use of colour and space. In music sessions, children imitate simple rhythmic patterns with increasing accuracy and most are beginning to keep a steady beat. They have a good repertoire of favourite songs and sing confidently and with enjoyment.

Shortcomings

177. There are no important shortcomings.

English

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

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

178. Speaking and listening skills are outstanding across key stage 2. Pupils are extremely attentive and maintain active listening for long periods. They speak clearly and confidently and when asked a question, will consider their answer before responding. Their answers are appropriate and supported by well-reasoned arguments.
179. The quality of pupils' handwriting is an outstanding feature at key stage 2. Pupils take care in writing neatly, using correctly formed letters of uniform height and space.
180. Key stage 2 pupils make outstanding progress in writing. They write at length in a variety of genres and are able to match their style of writing to their purpose and audience. They use vivid descriptions and use powerful adjectives and similes in their creative writing.

Good features

181. Pupils in key stage 1 build effectively on their early years experiences in language, literacy and communication skills and make good progress in

speaking and listening. They listen well to the teacher and respond confidently to questions.

182. Key stage 1 pupils make good progress in reading. They read at appropriate levels with increasing fluency and expression. When faced with unfamiliar words, pupils match letters to sounds effectively. Many use picture cues to guide their choices. They tell of their love of reading and describe their favourite stories enthusiastically.
183. By the end of key stage 1 most pupils write simple sentences that begin with capital letters and end with full stops. Children in year 1 write and ask questions of a visitor and use the answers very effectively as material to write short biographies of their own. By year 2, many pupils sequence their ideas well and express them using good vocabulary and appropriate punctuation. They know when and how to use the past tense. Many year 2 pupils are beginning to use paragraphs.
184. Standards of reading are good in key stage 2. Pupils describe correctly the various parts of fiction and non-fiction books, such as blurb, footnote, index and glossary, and explain their use.

Shortcomings

185. There are no important shortcomings.

Welsh second language

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

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

Good features

186. Pupils in key stage 1 express themselves effectively for various purposes and with increasing confidence and accuracy, responding to questions and showing interest and understanding that promotes and extends their learning. They listen purposefully to teachers' presentations and to those given by their fellow pupils.
187. Key stage 2 pupils listen very well and respond with equal effect to closed and open ended questions. A number of pupils speak expressively and perform before an audience, modifying their speaking styles effectively for differing situations.
188. In key stage 1, pupils read labels and familiar words easily. They read their own work and simple phrases and sentences on flash cards, with correct pronunciation.
189. Key stage 2 pupils read phrases and sentences correctly and read dialogues accurately, with good understanding. Year 6 pupils make good use of language patterns when undertaking role play activities.

190. Key stage 2 pupils use appropriate sentence patterns as they write for a variety of purposes. Year 5 pupils demonstrated good note taking practices when watching a video, expressing opinions with brief explanations.

Shortcomings

191. There are no important shortcomings.

Mathematics

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

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

Good features

192. Throughout the school, pupils generally make good progress in all aspects of mathematics. They are confident and enjoy their mathematics lessons.
193. In key stage 1, most pupils correctly identify odd and even numbers, and other groups of numbers and count accurately in twos, fives and tens. Most pupils add two single digit numbers and are familiar with number bonds to at least 10. By year 2, the more able pupils read three digit numbers with confidence and explain the methods they use well. They identify patterns in graphs and interpret them with confidence.
194. In year 2, many pupils estimate and measure lengths and distances inside the classroom with increasing accuracy and confidently discuss suitable units for these measurements. They correctly use a range of strategies to calculate degrees of turn when using a programmable robot. They use mathematical language regularly and appropriately.
195. In key stage 2, pupils continue to reinforce their work in mathematics with an increasing understanding of patterns and relations. They use a wide range of appropriate language and terminology.
196. By year 4, pupils demonstrate good knowledge of currency and understand about place value, including decimals. They round up/round down monies correctly in order to provide running totals and make good estimations of costs when dealing with multiple purchases.
197. Year 5 and 6 pupils demonstrate a good understanding of shape and space and confidently apply the four rules of mathematics to solve problems. They use a wide range of strategies skilfully to find solutions to problems and games involving currency use.

Shortcomings

198. Although there are no important shortcomings, a minority of pupils in year 3 do not use appropriate equipment when weighing light objects.

Science

Key stage 1: Grade 1 - Good with outstanding features

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

199. Pupils in both key stages make outstanding progress in their investigative skills and use their scientific knowledge and understanding very effectively when considering the outcomes of their explorations.
200. During their investigation of how a car travels down a ramp, key stage 1 pupils make detailed observations and measurements demonstrating a very clear understanding of the attributes of fair testing. They explain and record their findings clearly offering valid scientific reasons for the outcomes of their investigation.
201. Year 5 pupils show a good knowledge of the solar system and formulate fairly complex generalisations. They plan and carry out their own investigations independently identifying which measurements need to be kept constant and which should be changed. They test their predictions well and realise that investigations have their limitations.

Good features

202. Throughout both key stages, pupils demonstrate a sound knowledge about aspects of the natural world and an understanding of the behaviour of plants, animals and inanimate materials. They use the correct scientific terms when describing the ways some materials change and correctly differentiate between permanent and reversible changes.
203. During their investigations, key stage 1 pupils demonstrate a good understanding of the forces which are applied when rolling, pushing or pulling different objects.
204. Key stage 2 pupils use their communication skills well when explaining the complex relationships between food chains and give logical reasons for their conclusions.

Shortcomings

205. There are no important shortcomings.

Information technology

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

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

Good features

206. As they progress through the school, pupils make good progress in all aspects of the subject.

207. Key stage 1 pupils show confidence when using the interactive whiteboard. They select and drag pictures, images and numbers confidently and use appropriate terms such as screen, cursor and text when sharing their ideas with other pupils.
208. Key stage 1 pupils use a word processor with only a minimal amount of help, adapting the text as required, for example changing the type, size and colour of the font before it is saved and printed. They move images on the screen with confidence and use art packages effectively to create pictures and colourful patterns. By year 2, pupils display a good variety of skills when programming the floor turtle and with support, retrieve their own work from their folders.
209. Pupils in key stage 2 make good progress in their word processing skills. They often bring their poetry and stories to life by effective use of different fonts, colours, layouts and presentation styles. Older pupils create good quality booklets about 'Rainforest Destruction' using information from internet pages.
210. Pupils are very aware of safety issues when using the internet. They demonstrate a good understanding of its potential for research and use search engines effectively to investigate information for other subjects.
211. Year 5 and 6 pupils demonstrate good skills when creating a simple family tree using a database. They use sensor equipment with accuracy and their findings are recorded effectively in spreadsheets and charts. Most pupils are also beginning to use e-mail with confidence.

Shortcomings

212. Although there are no important shortcomings there is a lack of consistency in pupils' information technology skills across both key stages.

Design technology

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

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

213. Pupils make outstanding progress during key stage 2 in developing their skills in using a wide range of tools, mechanisms and components. There are many examples of outstanding construction work, including working models and the use of electrical circuits. Pupils received the 'Gold Award' from The Construction Industries Training Board in recognition of their high standard of work.

Good features

214. When given the opportunity, pupils in key stage 1 talk about and try out ideas extremely well, demonstrating a very good capacity for problem solving. They handle a good variety of tools and materials safely and with increasing skill.

215. Pupils in key stage 1 collaborate very effectively to make decisions about the mobiles they make, selecting wisely from the ideas generated. They evaluate work in progress very well, overcoming problems in attaching and balancing components. They show good awareness of the needs of the end user of their products and take aesthetic considerations into account.
216. Most pupils in year 3 use computer software competently to aid their design of wallpaper for a model bedroom they are constructing. By year 4, pupils extend their skills very effectively in researching, planning and constructing clay models to be used in an animation film, contributing well to each stage of the process.
217. By year 6, pupils very effectively apply the knowledge, understanding and skills they have developed previously to current projects such as constructing a loom and weaving a bookmark. They demonstrate secure understanding of safety hazards, wearing gloves and goggles when using a glue gun. They skilfully measure, mark out, cut, join and reinforce components.

Shortcomings

218. Although there are no important shortcomings, masks made by pupils in year 2 lack originality in design and finish.

History

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

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

219. In key stage 2, the use of relevant and accurate vocabulary by all pupils is an outstanding feature of their work.
220. Key stage 2 pupils' research and historical interpretation skills are outstanding. They use different websites to search for information which they then use very effectively to design and create their own propaganda poster. Pupils interpret historical data very well indeed in both graphic and tabular form.

Good features

221. Key stage 1 pupils develop a good historical vocabulary. They eagerly explore a box of toys from the past suggesting correctly what each toy might be or how they were used. They discuss changes that have occurred with good knowledge and understanding.
222. Most key stage 1 pupils understand that links with the past are important as they consider their own place in the world. They refer to the chronology of events and inventions by using class time lines. This focuses their attention well as they work out the oldest and the most recent by looking at types of homes, ranging from caves to modern bungalows. By the end of the key stage, pupils make good progress in their ability to ask relevant historical questions.

223. Key stage 2 pupils talk knowledgeably about persuasive writing and begin to reconsider their opinions about historical events. Their questioning, role play and sharing of views and opinions during their enactment of a Victorian classroom scene, demonstrates a very high level of empathy and understanding of the changes in education over time.
224. Year 5 and 6 pupils discuss with clarity and understanding how influential propaganda is and how important information from different sources can be in shaping historical events.

Shortcomings

225. There are no important shortcomings.

Geography

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

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

226. Key stage 2 pupils' geographical skills are outstanding. They are extremely competent in extracting information from a variety of sources including atlases, books, the internet and from field work. They present their work using appropriate language, clear maps, diagrams and tables.
227. When discussing the conflict over land use and deforestation in the Brazilian rain forest, key stage 2 pupils argue cogently over the best ways to develop the area sustainably. This is an outstanding feature.

Good Features

228. Pupils in both key stages make good progress in understanding geographical skills. They learn to use correct geographical vocabulary.
229. In key stage 1 pupils study the immediate locality and identify features of towns, comparing and contrasting their own town to a seaside town. Their use of simple maps of the locality is good. Year 1 pupils draw large stylised maps of a typical town and give directions to programmable robots to send them from, for example, the post office to the bank.
230. Key stage 1 pupils draw and interpret simple pictographs and tables and use aerial photographs well to identify physical features. For example, they connect the brownness of the landscape in Gambia with the drought problem faced by that locality.
231. During their study of the physical geography of rivers, lakes and seas, key stage 2 pupils correctly identify river features on maps and aerial photographs and give clear explanations of how features such as valleys, waterfalls and meanders are formed.

232. Key stage 2 pupils display a very good understanding of symbols, scales, keys and co-ordinates.

Shortcomings

233. There are no important shortcomings.

Art

Key stage 1: Grade 1 – Good with outstanding features

Key stage 2: Grade 2 – Good with no important shortcomings

Outstanding features

234. Pupils in key stage 1 use an extremely wide range of media including paints, three dimensional materials and textiles to create very high quality images and artefacts. They display a high degree of independence, flair and creativity in art, craft and design. Their eye-catching creations are displayed in abundance in their classrooms and around the school.
235. Key stage 1 pupils make very effective use of digital photographs to record, discuss and assess their work. They discuss their art work very intelligently relating in detail how their experiments with paint to create examples of canal ware were inspired by a visiting speaker.
236. Year 3 and 4 pupils investigate, create and then use a technique for printing a mosaic pattern exceptionally well. All pupils are extremely confident in their capabilities and share ideas with each other as they work, appraising and supporting each other's efforts. They produce original and very thoughtful designs showing outstanding progress and understanding.

Good features

237. Key stage 1 pupils talk freely about their creations using appropriate artistic vocabulary. They work independently when designing and decorating Easter cards using an array of vibrant colours and textiles.
238. All pupils visit a local art centre and experience an enhanced range of artistic resources and learn new and exciting techniques, alongside visiting artists, craft workers and designers.
239. By Year 5 and 6, pupils draw portraits expressively creating Celtic patterns from observation with great flair and imagination. They develop their observational skills very well as they design, make and decorate an amazing array of chairs from a familiar book.

Shortcomings

240. A group of pupils in year 5 show a marked lack of confidence in their artistic talents and capabilities.

Music

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

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

Outstanding features

241. Year 5, pupils' performance of unaccompanied three-part West African songs has outstanding features. They maintain their parts extremely well, with excellent control of dynamics, inserting individual vocal effects at appropriate points.

Good features

242. In both key stages, pupils sing a variety of songs in Welsh and English. They increasingly sing in tune with good tone and diction. They develop good awareness of songs and music from a range of periods and cultural traditions.

243. Following the lead of adults, pupils in key stage 1 enthusiastically sing four-part songs and are beginning to distinguish differences and similarities in rhythms and melodies.

244. Throughout the school, pupils make good progress in imitating and creating rhythmic patterns with their voices, bodies and a wide range of percussion instruments. In key stage 1, pupils clap accurately to a given rhythm and increasingly maintain a steady beat. By year 6, pupils have developed a good understanding of syncopated rhythm and build up their parts in a 'Samba Band' very competently.

245. As they move through the school, pupils work well with others in small groups. They experiment and select sounds using percussion instruments and make good progress in creating a range of moods. Pupils in year 2 suggest ways to represent different sounds in a house and are beginning to control their playing to achieve diminuendo and crescendo. By year 4, pupils compose and perform successful pieces to accompany a battle scene from 'The Lion, the Witch and the Wardrobe.' In year 5, pupils make effective sound pictures of scenes from Victorian life.

246. Appraisal is an integral part of music lessons in both key stages. Pupils make good progress in refining their work, sometimes recording their pieces to aid the evaluation process.

Shortcomings

247. Pupils pay limited attention to melody in composing and appraising music.

Physical education

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

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

Good features

248. Pupils in both key stages dress appropriately for lessons and work physically hard during the session. They demonstrate a good understanding of the beneficial effects of exercise on the body.
249. In key stage 1, pupils follow instruction carefully and move lightly and safely on their feet making good use of space. They show good body control as they move at different speeds changing directions quickly.
250. During dance lessons key stage 1 pupils create and perform a sequence of interesting movements and collaborate well when planning their moves. Throwing and catching skills develop well during games lessons with individuals playing as a member of a team very enthusiastically.
251. Year 3 and 4 pupils show good body control as they balance on various parts of the body and create short sequences of rolls. They demonstrate good technical knowledge of the requirements of quality movements and make good progress during lessons.
252. During dance lessons, year 5 and 6 pupils show good agility and high levels of fitness during their work. They plan their moves collaboratively and in great detail showing great imagination and flair in their interpretation of the story and also of the music being played. They evaluate their own work and that of others very objectively and continuously seek ways to improve their performance. This results in significant progress being made during sessions.

Shortcomings

253. Although there are no important shortcomings, the lack of a definite beginning and ending to sequences of movements in key stage 2 detracts from the overall quality of the work.

Religious education

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

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

Good features

254. Key stage 1 pupils have a good awareness of the Bible as a special book for Christians and they repeat a number of stories from it, discussing characters' feelings. They have a good awareness of values such as friendship, kindness and identify some of the people who are special in their lives.
255. Key stage 1 pupils know about the main Christian religious festivals and associate these with specific events in the life of Jesus. They know that

prayer is the means by which they speak to God and that prayers come in different forms. They have an appropriate understanding of the significance of Easter celebrations to Christians.

256. In their study of world religions, key stage 2 pupils have a detailed knowledge and understanding of Islam, Judaism, Hinduism and Christianity. They know that people have different beliefs and values and these can have an effect upon how they lead their lives. They show a good understanding of right and wrong. They discuss their feelings confidently and write honestly about negative and positive places that affect their lives.
257. Key stage 2 pupils have a good awareness of the features and practices of places of worship, Christian festivals and the main events linked to them. They know about the artefacts to be found in churches and discuss symbolism in religion in some depth.
258. As part of the 'Philosophy for Children' programme year 6 pupils discuss the topic of conflict and race issues confidently and maturely. They voice their opinions openly, listen to each other carefully and contribute purposefully to discussions.

Shortcomings

259. There are no important shortcomings.

School's response to the inspection

The content of the report is a matter of great pride to everyone connected with the school – staff, governors and parents.

The fact that the inspectors consider that a number of aspects of the school's work are outstanding is very heartening and a tribute to the commitment and activity of the professional staff, hard working governors, diligent pupils and supportive parents.

While we recognise the small number of shortcomings which were noted and will work hard to make improvements, we are very pleased with the many positive features identified.

The report gives us a good platform on which to build in our newly amalgamated school.

We are confident that parents will be pleased with the outcomes and we will take the opportunity to inform pupils about the part they played in what we consider to be a successful inspection.

The school will now incorporate the recommendations noted in the report into the Development Plan and will act upon them as soon as possible.

Appendix 1

Basic information about the school

Name of school	New Inn Primary School
School type	Nursery and Primary
Age-range of pupils	3-11 years
Address of school	Golf Road, New Inn, Pontypool, Torfaen.
Postcode	NP4 0PR
Telephone number	01495 757649

Head teacher	Mr Alun Jones
Date of appointment	September 2006
Chair of governors	Mr Maldwyn Osborne
Registered inspector	Mr Wil Williams
Dates of inspection	10 – 14 March 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26	70	68	72	60	87	75	83	542

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	20	5	23.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28.6
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	89%	94%	93%
Summer 2007	88%	91%	93%
Autumn 2007	85%	92%	93%

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:			60	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	12	62	27
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	12	58	30
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	12	69	19
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	2	59	39
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	2	78	20
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	53	47
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88.1%	In Wales	80.1%

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007						Number of pupils in Y2:		83		
Percentage of pupils at each level										
			D	A	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	20	58	22
		National	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	23	38	39
		National	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	13	48	39
		National	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73.5%	In Wales	74.1%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Seven inspectors spent a total twenty six inspector days in the school and met as a team before the inspection. The deputy head teacher undertook the role of nominee.

The team also included a peer assessor who spent five additional inspector days in the school.

These inspectors visited:

- 104 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 61 parents' questionnaire of which 93 per cent of responses were positive;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Annexes, Key questions 1, 5 and 6. Additional Learning Needs (ALN), physical education
Mrs Stephanie James Team Inspector	Key question 3 Early years, design and technology, music
Mr Chris Dolby Team Inspector	Key Question 2 English, geography
Mrs Lowri Evans Team inspector	Key Question 7 Welsh 2 nd Language, science, religious education
Mr Ian Kelly Team Inspector	Key Question 4 Mathematics, information technology
Mrs Colette Gribble Team Inspector	History, art
Mrs Denise Shields Lay Inspector	Contributions to all key questions
Miss Theresa Sullivan Peer Assessor	Contributions to all key questions
Mrs Kate Prendergast Nominee	Provision of information Contributions to all key questions

Contractor

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Acknowledgements

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