

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

A Report on the Quality of Education in

**Neyland Community School
Charles Street
Neyland
Milford Haven
Pembrokeshire
SA73 1SA**

School Number: 6682393

Date of Inspection: 22 September 2008

by

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78706**

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Neyland Community 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 Neyland Community School took place between 22/09/08 and 25/09/08. An independent team of inspectors, led by Dr David G Evans 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. Neyland Community Primary School was opened in September 2006 as a result of the amalgamation of Neyland infant and junior schools. At present, the school operates across two sites, until the new building, promised when the two schools were merged, is realised. The head teacher and the deputy head were appointed in 2006 for the new, amalgamated school.
2. The catchment area of the school includes Neyland town, Mastlebridge, Llanstadwell and Hazelbeach. Historically, Neyland has been an educational priority area and there are pockets of economic and social deprivation. The town is surrounded by various types of oil-related industries, which are based along the haven. However, these industries do not provide sustained employment for the inhabitants of Neyland and unemployment in the area is above the Pembrokeshire average.
3. There are currently 323 pupils on roll, including 34 children who attend the nursery. The school has already implemented the Foundation Phase in the nursery in 2007-2008 and it is now taught in the Reception classes.
4. All the pupils come from homes where the predominant language is English and Welsh is taught as a second language. A very small percentage of the pupils speak English as a second language.
5. Children's ability on entry is below average and many children have limited life experiences or come from pressured home backgrounds. A very high proportion enter the school with poor language, communication, personal and social skills. Currently, 36 per cent of the pupils are identified as having additional learning needs, and this figure is above both national and local averages. No pupil has a statement of special educational needs. In 2007, the school established a Nurture Group to cater for the needs of a small number of pupils.
6. At present, around 13 per cent of the pupils are entitled to receive free school meals, and this is below the national average. This figure has fallen in the last year or so because a number of parents have taken part-time, temporary positions with a local gas project.
7. The school has successfully gained the Basic Skills Quality Mark, the Eco Schools Green Flag, the Health Promoting Schools Award and the Information and Communications Technology Becta Award in 2008.
8. This is the new, amalgamated school's first inspection.

The school's priorities and targets
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9. The school's main priorities for 2008-2009 are:
- to fully implement and develop the foundation phase;
 - to implement and develop the key stage 2 skills-based curriculum;
 - to further develop the ethos of a nurturing school; and
 - to further develop community links.

Summary

10. Neyland is a good school with outstanding features in the quality of its curriculum and in the care and guidance of pupils.

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 1
4 How well are learners cared for, guided and supported?	Grade 1
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. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	80%	11%	0%	0%

12. This compares favourably with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2006-2007 where standards are good or better (grade 1 and 2) in 80 per cent of lessons and standards are outstanding (grade1) in 10 per cent of lessons.

Areas of learning for under-fives:

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

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 1
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

13. Nearly all pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding.
14. In key stage 1 in 2008, the results of the teacher assessments in English, mathematics and science were below national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also below local and national averages. When the 2008 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English, mathematics, science and in the core subject indicator were well below average. Girls outperformed boys in the three core subjects. However, the 2008 results were adversely affected by the number of pupils with special educational needs in the year 2 group; 40 per cent of the pupils were on the special educational needs register.
15. In key stage 2 in 2008, results in English were at the national average, but below the local average, while those in mathematics and science were below both national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also below national and local averages. When the 2008 assessments are compared with similar schools, results in English and science are below average, while those in mathematics and in the core subject indicator are well below average. However, inspection evidence shows that 56 per cent of the pupils who sat the assessments in 2008 were on the special educational needs register. The evidence also shows that the number of pupils with special educational needs was high in 2007 and this had an adverse effect on the key stage 2 teacher assessments in that year. In 2008, boys outperformed girls in mathematics, whereas boys and girls did equally well in English and science.
16. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

17. Children under five make good progress with no important shortcomings in the key skills of listening, speaking, early reading, writing and in bilingual competence. Their progress in numeracy, information and communications technology, problem-solving and creative skills is also good with no important shortcomings. In personal and social education skills they make outstanding progress.
18. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing, and in numeracy, problem-solving and creative skills. Their progress in information and communications technology skills is good in key stage 1 and outstanding in key stage 2. In personal and social education skills pupils make outstanding progress in both key stages. The development of pupils' bilingual skills has good features that outweigh shortcomings.
19. The progress that learners make in their personal, spiritual, moral, social and wider development is outstanding. Pupils' behaviour is exemplary.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	73%	13%	0%	0%

21. This compares well with the national picture reported by Her Majesty's Chief Inspector in his annual report 2006-2007. Nationally, the quality of teaching is good or better (grades 1 and 2) in 80 per cent of lessons and outstanding (grade 1) in 14 per cent of lessons.
22. Examples of good and outstanding teaching include: very effective use of the interactive whiteboard to enhance pupils' learning experiences; and teachers establishing exemplary relationships with their pupils. In the small number of lessons where there are some shortcomings: lessons do not move at a brisk pace; and teaching does not consistently promote pupils' bilingual skills well enough. The quality of assessment, recording and reporting is good with no important shortcomings and the school fully complies with statutory requirements.
23. The overall quality and range of learning experiences provided for pupils are good with outstanding features.
24. The school's provision for pupils' spiritual, moral, social and cultural development is outstanding. Collective worship fully meets statutory requirements. The quality of the *Cwricwlwm Cymreig* is good; however, good features outweigh shortcomings in relation to the promotion of pupils' Welsh and bilingual skills.
25. The school provides outstanding care, support and guidance for pupils and makes every effort to promote and support pupils' well-being. The provision

for pupils with additional learning needs is good with outstanding features, as is the quality of provision for equal opportunities.

Leadership and management

26. The head teacher and senior managers are committed to ensuring that the school is a community school in the broadest sense. The head teacher strives for pupils to achieve their best. The head and deputy head work well together to ensure a common sense of purpose for the new school. The governing body is strongly supportive of the school and has high regard for the school's profile within the local community. The governing body meets statutory and regulatory requirements.
27. A culture of self-evaluation is firmly embedded in the school and the cycle of school improvement is well established. Self-evaluation and the drive for continuous improvements are strong features of the school.
28. The school is appropriately staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants.
29. Learning resources are of good quality and readily accessible to staff and pupils.
30. Good features outweigh shortcomings in relation to the accommodation. School buildings are well maintained and effective use is made of all available facilities and space. However, the existence of two sites has an effect on the long-term development of a whole-school ethos.
31. The school makes efficient and effective use of available finances. The school provides good value for money.

Recommendations

32. In order to develop the good progress already made during the last two years, the school should:
- R1 improve provision and raise standards in Welsh second language and pupils' bilingual skills at both key stages;
 - R2 raise standards in music at both key stages; and
 - R3 continue to work with the Local Education Authority to realise the promise of a new school.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

33. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
34. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	80%	11%	0%	0%

35. This compares favourably with the national picture reported by Her Majesty's Chief Inspector in his annual report for 2006-2007 where standards are good or better (grade 1 and 2) in 80 per cent of lessons and standards are outstanding (grade1) in 10 per cent of lessons.

Areas of learning for under-fives:

Area of Learning	Nursery	Reception
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Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

36. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
37. Baseline assessments indicate that children enter the school with attainment and skills that are below average. However, they make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 1
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

38. Nearly all pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Assessment records, an examination of pupils' work and review of ongoing programmes indicate that pupils with additional learning needs, including those with special educational needs, make good progress and achieve well over time.
39. In key stage 1 in 2008, the results of the teacher assessments in English, mathematics and science were below national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also below local and national averages. When the 2008 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English, mathematics, science and in the core subject indicator were well below average. Girls outperformed boys in the three core subjects. However, the 2008 results were adversely affected by the number of pupils with special educational needs in the year 2 group; 40 per cent of the pupils were on the special educational needs register.
40. In key stage 2 in 2008, results in English were at the national average, but below the local average, while those in mathematics and science were below both national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also below national and local averages. When the 2008 assessments are compared with similar schools, results in English and science are below average, while those in mathematics and in the core subject indicator are well below average. However, inspection evidence shows that 56 per cent of the pupils who sat the assessments in 2008 were on the special educational needs register. The evidence also shows clearly that the number of pupils with special educational needs was high in 2007 and this had an adverse effect on the key stage 2 teacher assessments in that year. In 2008, boys outperformed girls in mathematics, whereas boys and girls did equally well in English and science.

41. Children under five make good progress with no important shortcomings in the key skills of listening, speaking, early reading, writing and in bilingual competence. Their progress in numeracy, information and communications technology, problem-solving and creative skills is also good with no important shortcomings. In personal and social education skills they make outstanding progress.
42. In key stages 1 and 2, the vast majority of pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing, and in numeracy, problem-solving and creative skills. Their progress in information and communications technology is good in key stage 1 and outstanding in key stage 2. In personal and social education skills pupils in both key stages make outstanding progress. The development of pupils' bilingual skills has good features that outweigh shortcomings.
43. The personal, social and learning skills of nearly all pupils are very good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The vast majority work diligently in lessons, they are very keen to join in the activities prepared for them and are extremely enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve their work is also good. Pupils are beginning to take a more active role in the setting and monitoring of their individual targets and in planning their own progress.
44. The progress that learners make in their personal, spiritual, moral, social and wider development is outstanding. Nearly all pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are very enthusiastic to broaden and develop their own understanding of moral and social issues and they demonstrate exemplary levels of tolerance, honesty and respect.
45. Pupils are very well behaved throughout the school day. They are extremely friendly, polite and courteous and they relate very well to each other and to adults. They move sensibly in and around the school. Older pupils, in particular, demonstrate qualities of mature citizenship within the school community and reflect pride in their personal successes and those of the school in general.
46. Almost all pupils, whatever their ability or background, take an active part in school life and their attitudes to equal opportunity issues are very mature and extremely positive and constructive. Boys and girls work and play well together and do not display any stereotypical attitudes. They demonstrate very positive attitudes of fairness and respect for different cultural traditions and the diverse beliefs, attitudes and values of the wider community.
47. Attendance rates for the last three terms average 93.2 per cent, which is slightly higher than national rates of attendance for pupils of primary school age and in line with schools that have a similar free school meal entitlement.

48. The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and decreases overall rates of attendance for the school.
49. Almost all pupils are punctual and keen to attend school. There were two temporary exclusions during the last year.
50. The school successfully prepares pupils to play an active role in the life and work of the local community. Most pupils regularly serve the community well by supporting a range of environmental, cultural and charitable projects.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

51. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	73%	13%	0%	0%

53. This compares well with the national picture reported by Her Majesty's Chief Inspector in his annual report 2006-2007. Nationally, the quality of teaching is good or better (grades 1 and 2) in 80 per cent of lessons and outstanding (grade 1) in 14 per cent of lessons.

54. The quality of teaching in the Foundation Phase is good and all practitioners make significant contributions to children's learning.

55. Examples of outstanding teaching include:

- very effective use of the interactive whiteboard to enhance pupils' learning experiences;
- teachers adopting innovative and stimulating strategies to capture pupils' interest and imagination;
- teachers establishing exemplary relationships with their pupils; and
- members of staff planning carefully and sensitively to meet learners' individual needs.

56. In lessons where teaching was judged to be good with no important shortcomings, the good features include:

- clear and purposeful presentation of aims and lesson objectives which are shared well with pupils;
- consistent, firm and fair behaviour management;
- tasks that are interesting and challenging;
- teachers having good subject knowledge and understanding of recent developments in their subject areas; and
- teachers establishing effective partnerships with teaching assistants and other adults.

57. In the small number of lessons where there are some shortcomings:

- lessons do not move at a brisk pace;
- teaching does not consistently promote pupils' bilingual skills well enough; and
- there is a lack of challenge in the tasks provided.

58. The quality of assessment, recording and reporting is good with no important shortcomings. The school fully complies with statutory requirements. In the Foundation Phase, children's progress is carefully monitored in the seven areas of learning and their learning needs sensitively addressed.
59. Assessment systems in English, mathematics and science provide useful information about pupils' achievements. Different groups of pupils are clearly identified and tracked, including those with additional learning needs and those with English as a second language. However, there are less formal systems for tracking pupils' progress in most of the foundation subjects
60. The school has worked hard since amalgamation to ensure that effective systems are in place for teachers to assess pupils' achievements and progress fairly, accurately and regularly. There is a good balance of information recorded to enable teachers to analyse pupils' current and future progress. All teachers and pupils, including those with additional learning needs, understand their roles and responsibilities in these procedures.
61. The link between assessment and planning is strong and, in the great majority of subjects, this enables pupils to progress well, building successfully on previous knowledge and skills. Formal assessment procedures are effectively supplemented by regular marking of pupils' work and discussion with pupils. In the best practice, marking is directly linked to the lesson's learning objectives and clearly indicates what the pupil has to do next in order to improve.
62. There are useful moderated portfolios of work for the core and foundation subjects. The school is involved in a good range of arrangements to strengthen teacher assessment at key stage 2.
63. Parents have regular opportunities to visit the school to discuss their children's progress. Individual reports to parents meet statutory requirements and are of good quality. They give an accurate picture of pupils' achievements and include targets for pupils and advice for parents to help their children at home; in a few examples, the advice given to parents is not always specific enough to enable them to focus clearly on their child's needs.

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

Grade 1: Good with outstanding features

64. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
65. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

66. The provision ensures equal access to a broad and very well balanced curriculum that is relevant to the needs and abilities of pupils. Knowledge and understanding are developed very well throughout the curriculum and the provision builds very effectively and systematically on the skills that pupils already possess. The breadth and flexibility of learning experiences are outstanding features. The curriculum complies fully with legal requirements.
67. Across the school year, an appropriate amount of time is given to each subject. The overall framework for the curriculum includes detailed long- and medium-term planning. This promotes appropriate breadth, progression and continuity in pupils' learning. The implementation of schemes of work is kept carefully under review and the school has developed its provision further in several areas, for example, in planning for the Foundation Phase and the new key skills-based curriculum at key stage 2.
68. There are rigorous and effective strategies in place to map opportunities to develop the key skills in all subjects, and the school has clear plans to develop these still further in the near future. The integrated approach is having a marked impact on pupils' achievement, apart from their progress in Welsh and bilingual skills.
69. Curricular provision emphasises the importance of learning from first-hand experience. Very well planned visits to places of educational interest, such as in history and science, have a significant impact on standards achieved. The provision is also enriched by the contribution of visitors to the school, which include both individuals and educational groups.
70. A very impressive array of extra-curricular activities broadens learners' experiences and makes a significant contribution to the holistic development of each pupil. This is an outstanding feature of the provision. Many pupils represent the school in many local sporting fixtures; they participate in popular musical productions; and they take part in a range of outdoor-pursuit activities.
71. The school provides very well for pupils' spiritual, moral, social and cultural development and collective worship fully meets statutory requirements. The school has created an ethos in which the vast majority of pupils enjoy their time in school and older pupils are very reluctant to leave their school community. The very strong emphasis placed upon ensuring that pupils are polite to one another and to members of staff and visitors is an outstanding feature. Personal responsibility, making choices and service to others, are examples of themes that encourage social, moral and spiritual development. The school very effectively promotes an appreciation of other cultures, particularly through art and geography. These are outstanding features of the provision.
72. The school makes excellent provision for pupils' personal and social education. The coverage of themes is successfully integrated throughout the curriculum and there are frequent opportunities for pupils to take responsibility for others and for themselves. Members of the school council show

remarkable maturity in the manner in which they discuss complex issues and reflect on important communal matters.

73. The quality of the *Cwricwlwm Cymreig* is good and pupils show pride in their Welshness. Older pupils in key stage 2 discuss a range of characters from the world of sport and culture who are closely associated with the modern Welsh identity. The Welsh heritage is actively promoted in such subjects as history, art and geography. However, good features outweigh shortcomings in relation to the promotion of pupils' Welsh and bilingual skills.
74. With very few exceptions, parents are very supportive of the school and are pleased with the standards their children achieve within a caring, supportive environment. Parents and friends make a valuable contribution to the life and work of the school; many give freely of their time helping out in the classroom, accompanying pupils on educational visits, supporting school activities and in fund-raising for the school. Their commitment and support is greatly valued by the head teacher and staff.
75. Communication with parents is well established and effective, and parents have ready access to the head teacher, deputy head teacher and staff. Regular newsletters, a useful prospectus, the annual report of the governing body and daily, informal contact keep parents well informed about the life and work of the school. A constructive home/school agreement is in place that has readily been accepted by most parents.
76. The school enjoys excellent working partnerships with other schools in its 'cluster' of schools, especially with the main secondary school to which pupils transfer. Arrangements for the transfer of pupils are very good and ensure that year 6 pupils look forward to secondary school with confidence. Pastoral and curricular links are well established and effective and help promote continuity of education as pupils move from key stage 2 to key stage 3.
77. The school has established very productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students are carefully mentored and well supported by staff, and they make a positive contribution to the life and work of the school.
78. The school's partnership with the local community is highly productive. Teachers take full advantage of all that the locality has to offer to broaden and enrich the learning experiences of pupils. The school and its various activities are very well supported and valued by the local community.
79. The provision for education for sustainable development and global citizenship is outstanding and fully embedded in the life and work of the school. The school's commitment to environmental and conservation issues is exemplary and, as part of Eco-schools award scheme, the school has received the *European Green Flag* in recognition of this commitment. The school makes every effort to act in a sustainable way and pupils are involved in re-cycling,

composting, water and energy conservation and in waste minimisation schemes.

80. The flourishing links developed with a primary school in Zanzibar give pupils a very good insight into the life and work of children on another continent and how global forces shape their lives.
81. The head teacher and members of staff are very successful in tackling social disadvantage in an area, which is economically and socially disadvantaged. A strong emphasis on developing learners' key skills helps to improve pupils' self-esteem and confidence. These are outstanding features of the school.
82. The school successfully promotes pupils' awareness of the world of work, and the vocational aspect of the personal and social education programme is well addressed by teachers. Through their visits to a variety of retail and commercial businesses, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their locality and further afield. In addition, the school regularly welcomes visitors from a range of professions and occupations to speak to pupils about their work.
83. No teachers have recently undertaken a relevant business or industrial placement with a view to enhancing professional development and enriching curricular provision for pupils.
84. Staff and pupils know their community well and understand what is needed for its continued regeneration and success. They recognise that, through partnership, effective citizenship and care for the environment, they can make a real contribution to their community.

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

Grade 1: Good with outstanding features

85. The findings of the inspection team match the judgement of the school in its self-evaluation report.
86. The school provides outstanding care, support and guidance for pupils. The head teacher, teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils feel secure and valued. The mutual warmth and respect between staff and pupils are outstanding features and enable pupils to make excellent progress in their academic, social, personal and emotional development.
87. The school plans and manages care arrangements very effectively and draws upon a wide range of support services to ensure pupils' needs are carefully assessed and provided for. This multi-agency approach is particularly beneficial for pupils in challenging and vulnerable circumstances. Parents and

carers are fully involved; the school listens carefully to them and their views are well considered and acted upon.

88. Pupils have regular opportunities to contribute to the decision-making process within the school and they do so with confidence through the school council and class councils. The school council is an excellent forum for the development of pupils' personal and social skills and provides many opportunities for pupils of different ages to work together and to contribute to the evolution of the new school. Councillors undertake their duties conscientiously; they feel the school listens to them and often acts upon their recommendations.
89. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are exemplary and ensure that pupils settle quickly and confidently into their new environments. The youngest children in the nursery class are settling in very well and are happy and very secure in their work and play. Parents are encouraged to be fully involved in this process and a great deal of practical and helpful information is provided. This is an outstanding feature of the provision.
90. The good quality personal and social education programme, drawn up in line with national recommendations, permeates the life of the school and provides pupils with many rich, learning experiences. Health education, sex education, drugs awareness and emotional literacy are given appropriate attention and the school makes very good use of specialist agencies, including health professionals, to help deliver these aspects of the programme.
91. Very effective procedures are in place to monitor pupils' attendance, punctuality, behaviour and performance and the school responds quickly to any situation giving cause for concern. Registration is conducted efficiently and pupils settle quickly to their lessons. The school complies with all attendance requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.
92. Well-established procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The school enjoys a highly productive partnership with the pupil support officer from the education welfare service, which contributes to the very effective monitoring of attendance and pupil welfare.
93. The procedures to promote good behaviour are extremely good. The school's 'golden rules' are clear, relevant and fully understood by pupils. All teachers have undertaken training in behaviour management and are skilled at implementing a range of very effective strategies to secure positive behaviour and attitudes. The school makes very good use of the services of the local behaviour support team, and the behaviour support teacher is an integral and valued member of the school.

94. The quality of academic support and guidance, based on careful individual assessment and linked to challenging, but realistic, expectations of pupils, is well established and very effective.
95. The school has clear policies and procedures in place to promote health and safety, including risk assessments and every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. Pupils are well supervised at all times, and ancillary and support staff make a good contribution to pupils' welfare at break and lunch-times. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
96. The school makes very good efforts to promote healthy eating and a healthy lifestyle. Pupils understand the benefits of eating healthily and exercising regularly, and fresh water is readily available for them throughout the school day. Pupils have access to a wide range of physical and sporting activities, which contribute significantly to their well-being.
97. The school has effective measures to deal with appeals and complaints and to promote the protection of children. The head teacher and staff work in pupils' best interests to promote their well-being and protect them from harm. The deputy head teacher has designated responsibility for child protection issues, ensures that all adults in school are aware of the correct procedures to be followed and that training is regularly updated. Very good working partnerships have been established with social services and other external welfare agencies.
98. The provision for pupils with additional learning needs, including those with special educational needs, is good with outstanding features and fully meets the requirements of the Code of Practice for Wales. The wide-ranging provision for the large number of pupils identified is a priority and strength of the school and is very well managed by the Special Educational Needs Co-ordinator (SENCo).
99. Pupils' needs are identified fully and support is provided promptly. The system for identification and assessment is exemplary. One of the outstanding features is the breadth and depth of the diagnostic assessment undertaken. Pupils' progress is enhanced by the rigorous assessment that ensures a depth of knowledge and understanding of pupils. Pupils benefit enormously from the productive teamwork of well-trained non-teaching staff together with the expertise of the SENCo.
100. Pupils make good progress towards targets set in their individual learning programmes. These plans are very useful documents that carefully measure pupils' progress and set clear achievable targets for improvement. These are very closely linked to pupils' needs. The school works very well with pupils and parents to involve them in their individual learning programmes.
101. There is very effective support for pupils whose behaviour could impede their own progress and that of others. The school has agreed strategies to deal

appropriately with any such incidents. These are, however, rare because staff are alert to the early signs of difficulties and act purposefully to tackle these. The school has followed the appropriate procedures in the two cases of fixed-term exclusions during the last twelve months and the arrangements for re-integration are effective.

102. The quality of provision for equal opportunities is outstanding and the commitment to the social inclusion of all pupils permeates the school's life and work.
103. An exemplary feature of the provision is the way in which the school recognises the diversity of pupils' backgrounds and all pupils are treated equally, with care and respect. The school ensures that all pupils have equal opportunities to participate in lessons and school activities, and stereotypical views are challenged rigorously. A variety of teaching methods and activities are used to ensure the full participation of pupils in all curricular areas. Gender equality is promoted very well and boys and girls work and play co-operatively together, valuing what each has to offer. Mixed team games, extra-curricular activities and mixed gender groups in the classroom help promote equality and challenge stereotypical views.
104. Good race relations are promoted throughout the school and the whole-school community values and celebrates individuality and diversity. Good quality statutory documentation underpins this good practice. Equality for all is firmly embedded in the school's ethos and pupils value and respect the contribution of others regardless of their background, ability, gender or race.
105. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. Good quality documentation, including a clear accessibility plan and disability equality scheme, demonstrate clearly how staff will continue to improve access to the curriculum, physical access and the provision of information for disabled persons.
106. The measures taken by the school to eliminate oppressive behaviour, including racial discrimination, bullying and all other forms of harassment, are very effective. Records indicate that such incidents are rare and the school functions very well as an inclusive, happy and supportive community where all pupils are valued equally and as individuals. This aspect of the provision is exemplary.

Leadership and management

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team match the judgement of the school in its self-evaluation report.
108. The head teacher, governors and senior managers are committed to ensuring that the school is a community school in the broadest sense. Leaders and managers work hard to ensure that the community recognises the school as a sanctuary and a centre for learning.
109. The head teacher is very committed to the school and strives for pupils to achieve their best. She has established a clear sense of direction for its life and work and successfully promotes shared values about learning, behaviour and relationships. She is highly respected by members of staff and pupils alike.
110. The head teacher and deputy head, work very well together as a senior management team to ensure a common sense of purpose for the new school. Clear plans are in place to appoint additional members to the senior management team for January 2009.
111. Staff with leadership and management roles, are well aware of their responsibilities for improving standards and the quality of provision. They work well together on a formal and informal basis to ensure continuous improvement. Staff development has had a positive impact on individual teachers and members of the support staff. Training opportunities for every member of staff are provided in a variety of ways.
112. Targets and goals are usually met and they are having a significant impact on school improvement and self-evaluation processes in particular. All pupils have challenging, but realistic, targets for attainment at the end of key stages 1 and 2 based on their individual capabilities. The vast majority achieve their targets. Other goals for development are clearly identified in the school development plan and are appropriate to the needs of the school.
113. The school takes very effective account of national and local priorities and works very closely in partnership with other providers. This is an outstanding feature of the provision. The school has focused extremely well on the promotion of sustainable development, healthy eating and, in particular, on tackling social disadvantage. It is implementing the Foundation Phase and the new skills-based curriculum well.
114. The school displays an effective commitment to developing the expertise of both teaching and support staff. Performance management procedures are well established and successfully promote teachers' continuous professional

development. The school's leaders maintain a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.

115. The governing body is strongly supportive of the school and has high regard for the school's profile within the local community. Governors are supportive of the head teacher, members of staff, pupils and the aims and objectives of the school. They meet regularly and are supplied with information about the life and work of the school by the head teacher. Governors make good use of this information to set the school's strategic direction and monitor provision. The governing body meets statutory and regulatory requirements.

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
117. The school's self-evaluation report, which was prepared before the inspection, addresses each of the seven key questions of the Estyn inspection framework and provides a clear summary of the school's priorities, strengths and areas for development. The report, which is based on a range of supporting evidence, provides relevant information and detailed analysis of all aspects of school life. The inspection team matched the judgements of the school in six of the seven key questions.
118. The head teacher, members of staff and governors are very committed to further school improvement and they display a commendable determination to achieve high standards in all aspects of school life. A culture of self-evaluation is firmly embedded in the school and the cycle of school improvement is well established. Self-evaluation and the drive for continuous improvements are strong features of the school, particularly in relation to forming secure judgements about standards and the quality of learning and teaching.
119. All members of staff are involved in the process of school review and in identifying whole-school priorities as set out in the School Development Plan. The monitoring role of the head teacher and deputy head is well established. They are a dynamic and very enthusiastic team and they focus sharply on school improvement, ensuring that relevant actions are taken to support progress and raise standards.
120. All subject leaders are required to carry out quality reviews of their subjects biannually and to produce 'state of the nation' reports, which must show the progress made on specific action points. All subject leaders monitor teaching and learning and, as a result, the head teacher and deputy head have a very accurate picture of the strengths and areas for improvement in the school.

121. The school carefully analyses relevant data, including teacher assessments and the results of standardised tests. The governing body is kept well informed about standards and they receive regular reports from the head teacher. Governors are provided with detailed information so that they can compare the school's performance with other schools nationally and with similar schools.
122. The views of interested parties are actively sought and they are fully taken into account in school planning. Pupils confirm that they are listened to carefully and that there have been improvements as a result.
123. The school development plan is a comprehensive and detailed working document, which has a clear focus on improving standards; it sets out clearly the action to be taken, staff responsibilities, time scales, costs and success criteria. The document is firmly based on the school's rigorous self-evaluation process. The school has ensured that adequate resources are allocated to the priorities identified.
124. The robust self-evaluation process established since the school's inception has resulted in good progress made in the areas identified for action and improvement. The school can clearly show that its actions have brought about measurable improvements in many areas, for example, the accurate assessment of pupils' work, improvements in information and communications technology and in planning for the Foundation Phase.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the inspection team did not identify outstanding features in this key question. In addition, the team judged that operating on two sites, which are at a distance apart, does impede the effectiveness and efficiency of the school. However, the head teacher and staff make every possible effort to overcome the difficulties, which emanate from this.
126. The school is appropriately staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are effectively managed and deployed to enhance teaching and learning.
127. The school uses its resources for workforce remodelling well. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The management of this has had a positive effect on subjects and, in particular, on the development of information and communications technology.
128. Staff are well trained and take part in relevant and appropriate professional development. Teachers undertake relevant in-service courses to improve their

knowledge and understanding of the curriculum. Training is appropriately linked to areas of school development and performance management. Teaching assistants have benefited from accredited courses of various kinds. Teachers and classroom support assistants work together effectively as a team to provide a good quality education.

129. The school administrators carry out the daily routines effectively and efficiently. The canteen staff, midday supervisors, cleaner and caretaker all make significant contributions to the efficiency of the school and to the sense of community.
130. Learning resources are of good quality and readily accessible to staff and pupils. Recent acquisitions are in line with school priorities and suited to the age, ability and educational needs of pupils. Displays in classrooms and corridors are used effectively as teaching resources. Good use is made of human resources from outside the school.
131. The school has a well-equipped computer suite, many laptops and every classroom has an interactive whiteboard, and these are used well. These investments have had a positive impact on pupils' learning and successfully raised standards across the subjects generally.
132. Good features outweigh shortcomings in relation to the accommodation. School buildings are well maintained and effective use is made of all available facilities and space. However, the existence of two sites has an effect on many areas, such as the sharing of subject specialisms and good practice and on the long-term development of a whole-school ethos.
133. Accommodation and safety issues are inhibiting factors and pupils on the two sites rarely meet. This detracts from the promotion of a whole-school ethos. Events such as a whole-school sports day, for example, do not take place. In discussion with the inspection team, older key stage two pupils regarded key stage one as a separate school.
134. The head teacher, senior managers and governors regularly monitor the work of the school to ensure that spending decisions are matched to the school's priorities. Subject leaders regularly review resources for their own subject areas. The school makes efficient and effective use of available finances. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

135. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Personal and social development, well-being and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

136. Nearly all children make excellent progress in their personal and social development, well-being and cultural diversity. The vast majority leave their parents and carers happily and very quickly engage in their activities, where they show a high degree of involvement.
137. All children develop very good relationships with all practitioners and display a rare maturity in their dealings with others.

Good features

138. The youngest children behave well and concentrate for suitable periods of time, taking turns and sharing resources well. Most display increasing independence and confidence when choosing their activities and are eager to find out and explore new experiences. They listen attentively during registration and the majority confidently share their news with others. The majority participate well in small-group discussions and demonstrate a range of appropriate emotions during role-play activities.
139. Older children build on the skills already established and sustain their concentration for longer periods of time. Boys and girls co-operate and play well together. They usually wait their turn patiently, listen well to others and do not interrupt. The majority dress and undress independently for physical activities and they listen intently to instructions. Children's understanding of hygiene develops well and they realise the importance of washing their hands before meals.
140. Through various celebrations, such as Harvest Festival, Christmas and St David's Day and topics involving 'other places', the vast majority of children begin to develop a good knowledge and understanding of their own and other cultures in the world around them.

Shortcomings

141. There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

142. All children make good progress in developing their language, literacy and communications skills. By the end of the Foundation Phase, standards of achievement are good.
143. The youngest children engage well in discussions with practitioners and each other when choosing and taking part in various activities. In role-play and more formal settings most adapt their language confidently. Nearly all children produce effective pieces of writing throughout the day. The majority write their own names with reasonable accuracy; most either trace or underwrite their names, with a few making successful attempts at independent writing. Children display an enthusiastic interest in books and enjoy their content; they love stories and poems and are very keen to join in familiar ones.
144. Older children talk confidently in both formal and informal situations. When participating in role-play in the estate agent's office, they talk very confidently, asking and answering questions enthusiastically. Most develop a good knowledge of phonics and the majority know the sounds of initial letters well. All children enjoy sharing books and readily express opinions. They listen carefully to stories and participate well in language songs and games.

Shortcomings

145. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

146. Throughout the Foundation Phase, children make good progress in using mathematics in their day-to-day activities and use correct mathematical terms. They develop their number skills well and are confident in solving problems.
147. The youngest children develop a good understanding of number. They recall a good range of number songs and rhymes, using actions and appropriate fingers to count. Most select pictures and objects appropriately and repeat actions confidently. The vast majority reinforce their number skills in their daily activities through counting and matching patterns and shapes. They talk effectively with practitioners and confidently use apparatus, such as unifix or numicon. Most use a wide range of materials well and they enjoy playing various games to reinforce their understanding of number and mathematical vocabulary.
148. Older children understand and record numbers up to 20, using practical activities well. They begin to add and subtract numbers of objects accurately,

using various apparatus and they record their answers successfully. They progress with their vocabulary confidently using, for example, 'small', 'smallest', 'more than' and 'less than' in context. Children construct and interpret simple graphs, for example, for birthdays and travelling to school, well. The more able children accurately tell the time.

Shortcomings

149. There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

150. Nearly all Foundation Phase children make good progress with their Welsh language skills. The youngest children progress well in their knowledge and understanding of the Welsh language. They listen to and engage with songs and finger rhymes, such as 'Bore Da' and 'Hwyl fawr ffrindiau' enthusiastically. They respond well to daily greetings in Welsh and display cheerful responses to praise. Most begin to know the primary colours in Welsh and they enjoy sharing simple Welsh books with practitioners.
151. Older children build well on this knowledge and extend their repertoire of songs and rhymes. They use Welsh with increasing confidence and confidently greet adult visitors in Welsh. They listen to and use the language regularly throughout the day in all activities such as, for example, when discussing the weather. Their reading skills develop steadily when they read words, labels or simple worksheets.

Shortcomings

152. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

153. All children in the Foundation Phase make good progress in their knowledge and understanding of the world and they show enthusiasm and curiosity about the world around them.
154. Younger children develop their information and communications technology skills well. They use the interactive white board to access the internet to find the CBeebies website and they confidently use the robotic 'Beebot' to trace routes on a map, using simple directional language.
155. Younger children participate successfully in a wide range of practical activities. They make gingerbread men and cakes from basic ingredients, take part in

traffic surveys mark the different types of vehicles and, as part of the Jack in the Beanstalk project, they acquire a good understanding of the essential features of successful growth in plants and animals. In snack-time discussions, children gain a good understanding of healthy eating.

156. Older children begin to develop an understanding of places further afield. They have a growing awareness of important events and characters from the past and most use appropriate language when discussing the change in the seasons. Nearly all the older children know the names and uses of the main external parts of the body, they use and make simple maps and plans and assemble and disassemble construction toys confidently.
157. Older children confidently use information and communications technology. They successfully take photographs, using a digital camera, and switch on computers to access programmes, navigate with a mouse and confidently use a wide range of programmes for different purposes.

Shortcomings

158. Although there are no important shortcomings, at present children do not regularly visit the locality and this limits their ability to find out things for themselves.

Physical development

Grade 2: Good features and no important shortcomings

Good features

159. Throughout the Foundation Phase, children make good progress in developing their physical skills.
160. All younger children enjoy exploring their indoor and outdoor learning environments. They develop a good awareness of the need to be healthy and they control their body movements well, moving with good control and co-ordination appropriate to their age. They use a wide range of small and large apparatus confidently, showing a good awareness of space. They confidently run, hop and jump on and off outdoor apparatus. All children enjoy using large wheeled toys and display concern for other children when using them.
161. Older children progress with their skills and create good movements in dance and gymnastics activities. They listen to instructions carefully, know that exercise is good for them and understand that their heart beats quicker during exercise. Most children begin to put movements together to create a simple sequence. The majority of children use paint brushes and scissors with good control and they demonstrate sufficient control when using pencils and crayons to include detail in their work.

Shortcomings

162. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

163. Nearly all children in the Foundation Phase develop their creative skills well and make good progress.
164. Younger children play expressively and creatively when taking part in role-play and acting out Jack in the Beanstalk. Children's cutting, moulding and sticking skills develop effectively and they safely use a wide range of media and tools. When creating their collage to represent the 'three little pigs', nearly all children successfully draw shapes and mix colours, showing good independence. They respond well to music and movement, sing a good range of simple songs from memory and clap simple repeated rhythms. Most explore quiet and loud sounds and learn to keep to a steady beat, using the shakers they make in design and technology.
165. Older children continue to develop their skills well and progress with their artwork, mixing colours successfully and using a wider range of materials and equipment. They use drawing programmes confidently when creating coloured pictures of houses on the computer. Most children use their imagination well in role-play and they confidently sing a wide range of songs in both Welsh and English, with clear diction and appropriate actions. They use a wide range of instruments effectively.

Shortcomings

166. There are no important shortcomings.

English

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

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

Good features

167. In both key stages most pupils develop good listening skills. They listen attentively to their teachers, to their peers in class and during other formal situations, such as in assemblies. In key stage 1, most listen with attention to stories, showing good recall of the plot and characters. In key stage 2, most listen effectively with sustained concentration in both whole-class and collaborative group occasions.
168. The vast majority of pupils make good progress with their speaking skills. In key stage 1, they take turns and eagerly answer their teachers' questions. By the end of key stage 2, they express themselves with clear diction and effective intonation, adapting their speech to different circumstances and demands.

169. The majority of pupils in key stage 1 read confidently. They are making good progress with decoding skills and word recognition in their individual reading. They discuss the content of their books, re-tell the main events and predict how stories will end. Almost all pupils show an enormous interest in books and they regularly and enthusiastically change their library books.
170. In years 1 and 2, many pupils develop a good knowledge of how books work and use correct terminology when talking about the cover, title and author. They discuss the feelings of characters in their books well.
171. Most pupils in key stage 2 read fluently and at appropriate levels. They recall narratives, name the main characters and predict the development of plots sensibly. They use relevant vocabulary to express their opinions and they discuss their favourite authors with visitors.
172. In key stage 1, the vast majority of pupils make good progress with their writing skills. They understand the importance of basic sentence structure, the use of capital letters and full stops. They begin to use adjectives effectively to make their writing more interesting. Most organise their ideas well and have a good awareness of basic punctuation.
173. As pupils progress through key stage 2, they develop their writing skills well by writing in different forms and for different purposes. By the end of the key stage, most write in a wide range of styles, organising their writing well for the intended audience. Their vocabulary is more adventurous, pronouns and tenses are generally consistent and grammar is usually correct.

Shortcomings

174. There are no important shortcomings, but there is some inconsistency in the standard of a few pupils' spelling throughout the school.

Welsh second language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

175. In key stage 1, most pupils display positive attitudes to learning Welsh. Most listen well, both to their teachers and to each other.
176. In years 1 and 2, most pupils successfully describe different types of weather. They read phrases from a series of flash cards well and use pictures and phrases on the interactive whiteboard to read and describe the weather in a variety of contexts.
177. Older pupils in key stage 1 answer questions in complete sentences and they read simple phrases from flash cards, a book and the interactive whiteboard with good pronunciation.

178. Younger pupils in key stage 2 speak clearly and repeat a series of sentences successfully. They use known simple sentence patterns and vocabulary well as part of class dialogues.
179. Most pupils in key stage 2 know the days of the week in Welsh and they identify a variety of food items. Most pupils use simple affirmatives and negatives when answering questions about their likes and dislikes.
180. A few pupils in key stage 2 acquire an appropriate understanding of simple Welsh phrases related to sporting activities.

Shortcomings

181. Many pupils in both key stages lack the confidence to speak Welsh independently and rely too heavily on adults to support them.
182. The majority of pupils in both key stages are hesitant when reading and writing and are often uncertain about the meaning of their work.

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

183. Most year 1 pupils accurately count forwards and backwards in twos to twenty. They readily identify two- and three-dimensional shapes correctly. They describe their properties and the number of faces accurately. Most use standard units and measuring equipment effectively to estimate and measure a length, mass or capacity.
184. Most year 2 pupils recount the two- and 10-times tables well. They have a good understanding of simple number sequences. They understand that halving is the inverse of doubling and they competently calculate a half and a quarter of a number. Most pupils record number bonds to 30 effectively.
185. Year 2 pupils have a good understanding of time. They use the mathematical names for two- and three-dimensional shapes well, sort shapes and describe some of their features correctly. They carry out a traffic survey, record the information on a bar chart and competently interpret the data.
186. Less able pupils in years 3 and 4 count, read, write and order numbers to at least 100. They have a clear understanding of two-dimensional shapes and describe their properties appropriately
187. More able pupils in years 3 and 4 understand place value well. They recognise the value of each digit in a number up to 1000. They understand division and recognise that division is the inverse of multiplication.

188. Less able pupils in years 5 and 6 use known number facts and place value to add or subtract mentally, including any pair of two-digit numbers. Most double a three-digit number well and classify polygons, using criteria such as the number of right angles.
189. Most pupils in years 5 and 6 understand a fraction chart and equivalence up to tenths. More able year 5 and 6 pupils partition decimal numbers competently, understand how to multiply and divide decimal numbers by 10 and construct a frequency table from data.
190. Pupils in years 5 and 6 accurately construct an interval frequency table, using the number of letters in pupils' names. They successfully construct a bar graph and work out the mode and the range. They successfully enter the data into a spreadsheet and choose and print out an appropriate graph. They relate fractions to division and to their decimal representations.

Shortcomings

191. There are no important shortcomings.

Science

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. All pupils in key stage 1 participate successfully in investigations on light and nearly all can identify light sources and non-light sources from objects on the interactive whiteboard. Many identify materials that will shine when light shines on them and they can classify different materials.
193. Many older pupils in key stage 1 have a good understanding of basic electrical items. They understand that power supplies can come from power stations or from batteries and they are aware of the dangers of electricity. Most make basic circuits, understand what a circuit needs to light and successfully use this knowledge as they 'light-up' Cinderella's house and construct lighthouses.
194. Most pupils in key stage 1 explore the school grounds and develop a good understanding of the natural habitats it contains. Many identify and classify plants and animals effectively, such as mini-beasts and butterflies, and they record their observations accurately.
195. In key stage 2, most pupils continue to make good, and at times very good, progress in their investigative skills. Nearly all understand the need for fair testing and plan their experiments well. Most develop a good knowledge and understanding of scientific equipment and measurements.
196. In key stage 2, younger pupils have a good understanding of absorbency and predict and identify those materials that are most absorbent. Many

understand the basic properties of solids and liquids and how they separate and dissolve, or how they sink or float.

197. Most older pupils in key stage 2 make good progress in their understanding of living things, and of how plants and animals grow. They pose intelligent questions to investigate movement. Their knowledge of habitats develops well, for example, through investigations of bugs, trees and snails.
198. The vast majority of older pupils make good progress in their knowledge and understanding of the human body and good health. Nearly all have an effective, rudimentary knowledge of medicines and understand that drugs can be harmful as well as helpful.
199. Nearly all older pupils successfully plan many investigations, for example, on heart rate and exercise. They collect and collate data and record their findings on line-graphs, which they interrogate and interpret. Most have a good recall of previous work, understand the effect exercise has on their pulse rate and know why the heart beats faster and pulse rates vary.

Shortcomings

200. There are no important shortcomings.

Information technology

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

201. In key stage two, the vast majority of pupils have very high skill levels in word processing and in the use of data-bases, relative to their age and ability.
202. In key stage two, pupils make very good use of information and communications technology as a tool for learning and for communicating and handling information.

Good features

203. Nearly all pupils in year 1 competently use the mouse to select or deselect tools and icons in programs. They successfully use an art package to create pictures and patterns to enhance their work in history on the Fire of London. They begin to combine text and symbols effectively to communicate their ideas.
204. Most pupils in year 2 have competent mouse and keyboard skills and they use a word- processing package with increasing confidence to write poems. They use the internet competently to select, save and print photographs to enhance their topic work. They successfully use a programmable toy to reinforce their work on direction and angles.

205. In year 3, nearly all pupils competently use a word-processing program to create a poster. They independently load files, highlight and format the text, selecting appropriate fonts for a poster. In year 3, almost all pupils independently use a digital camera, transfer images to the computer and edit them appropriately. They use a multimedia package to create an impressive presentation on the Celts.
206. The vast majority of pupils in year 4 successfully interrogate a class-produced database. They use the sort function and graph tool to answer given questions and they understand the key words of database, table, record and field. They collect scientific data, input the data into a data-handling package and interpret the data competently. They add and amend records and use a branching database to organise and present information.
207. Older pupils in key stage 2 create stimulating and mature films for younger pupils. They create a storyboard to include the important aspects, confidently use a digital video camera to record suitable video footage, use appropriate software to edit the footage, write an introduction, insert fades and transitions, import audio clips and write the credits. They choose suitable music to create the correct atmosphere for the film and evaluate the video footage in a mature way. This is an outstanding feature of their work.

Shortcomings

208. There are no important shortcomings.

Design technology

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

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

Good features

209. In both key stages nearly all pupils effectively draw on a range of skills that they learn in other subjects to support their design and technology work. They work safely with a wide range of good quality tools and materials to create a variety of well-constructed, and often very effective, models and products.
210. Most pupils in key stage 1 assemble and arrange components and given materials effectively, such as bridges and playgrounds, and use simple tools well to make good quality movable models. They know that simple levers and sliding mechanisms can be used to create movement. They make their designs, using appropriate techniques, and work safely and independently to develop and evaluate their ideas well.
211. Most pupils in years 3 and 4 gather information independently, share their ideas well and illustrate alternatives in their designs. When creating shadow puppet theatres and water-repellent snack boxes they competently evaluate their work to find out why some things work and others do not. When recording their investigations, they use symbolic representations confidently.

212. In years 5 and 6, the vast majority of pupils successfully design mathematics board games for use with younger children in school. They scan their designs on the computer and evaluate their finished products well in lively class discussions.
213. Older pupils in key stage 2 are skilful in designing, constructing and evaluating their models. They constantly refine their finished models, showing a mature understanding of how they can improve them. They demonstrate great pride and excitement in their achievements, readily applying their scientific knowledge to solve any problems that may occur.

Shortcomings

214. There are no important shortcomings.

History

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

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

Good features

215. In year 1, most pupils use effective chronological vocabulary when talking and writing about events in the past. They make good use of model Tudor houses as a starting point for discussion about the Great Fire of London and they confidently sequence pictures to illustrate the events on the timeline.
216. The vast majority of year 2 pupils understand why people did things in the past, why events happened and what happened as a result. They use a good range of historical vocabulary, provide sensible reasons why they think life was different in the past and how they can find out about the past.
217. Most year 2 pupils create interesting and probing questions to ask about famous people, for example, Guy Fawkes and Grace Darling, and they have a good understanding of how aspects of their lives impact on the present day. They use selected pages from the internet and books to answer historical questions.
218. Most pupils in years 3 and 4 empathise well with children who were evacuated during the Second World War and they understand why evacuees experienced a mixture of emotions. The majority explain the main features of primary sources and write effective diaries, which express their feelings and emotions well.
219. Pupils in years 5 and 6 display effective enquiry skills and use a wide variety of sources, including the internet, to enhance their historical knowledge. The vast majority evaluate artefacts competently. Most older pupils have a clear understanding of Celtic beliefs and practices.
220. The vast majority of older pupils understand the main events in the history of their locality. They learn about Neyland before the railway was built and they

explore various primary sources, including the 1861 census. They analyse the information provided by local historians well and conduct successful interviews with people who experienced the 1930s and 40s.

Shortcomings

221. There are no important shortcomings.

Geography

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

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

Good features

222. The vast majority of pupils at both key stages make good progress with their mapping skills. As they progress through the school, most pupils use aerial photographs and maps effectively as sources of information. Most pupils in key stage two follow directions clearly, use compass directions well and estimate and calculate distances effectively, using the scale of a map or atlas.
223. In key stage one, all pupils have a good knowledge and understanding of their local area and of the main human and natural features. They have a good understanding of geographical terms and communicate their ideas effectively.
224. In year 3, pupils have a good understanding of the distinctive natural and human features of Gweta in Botswana. They show a sensitive awareness of the differences between their own lives and those of the children who live in the village.
225. The majority of year 4 pupils find the positions of Cardiff and their home town on a map of Wales and have a good knowledge of the names and positions of most of the Welsh counties. They have a good understanding of map symbols from their study of an ordinance survey map of the area.
226. In year 5, all pupils successfully classify the local geographical features into natural and man-made groups. They successfully discuss land use in relation to the geographical features. All pupils understand why Neyland was built in its present location and the factors that have contributed to its development.
227. In year 6, all pupils progress well with their geographical skills and they analyse evidence, draw relevant conclusions and use computers confidently to communicate their findings. They locate countries on a map, using six-figure references, and confidently use the sixteen-point compass to locate features on an ordinance survey map.
228. Throughout the school, all pupils have a good understanding of environmental issues and of the need to protect the environment through sustainable development.

Shortcomings

229. There are no important shortcomings.

Art

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

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

Good features

230. All pupils use sketch-books well throughout the school. They make good attempts at observational drawings and use computer art programmes effectively to create imaginative, colourful work.
231. Most pupils in key stage one make very attractive collages, using natural autumn materials. They produce effective studies of the work of Kandinsky, use colour and pattern well and mix paint to illustrate the flames of the great fire of London. They successfully use a computer paint programme to achieve the swirling, dancing effects of flame.
232. Older key stage one pupils work well with a variety of media. They demonstrate a good understanding of texture, form and shape and create jugs, using balloons and paper mache. Pupils decorate their jugs skilfully, using pattern and colour.
233. Lower key stage two pupils produce stimulating studies based on the work of Joaquin Garcia and, which prompted the artist to use the particular style.
234. Lower key stage two pupils use their knowledge and understanding of artistic work from other cultures to create good quality African masks. The vast majority show a good use of line and tone when drawing their Tudor portraits. Pupils evaluate their work well and make practical suggestions.
235. Older key stage two pupils make good progress with their artistic skills. All successfully use charcoal as a medium to create interesting shapes and drawings, using line, tone and pattern effectively. They use feathering and smudging well to achieve noteworthy effects.
236. Older pupils work confidently with a wide range of media. They use plasticene to create models and statues in the style of Henry Moore. All study a range of landscape artists, such as Constable, and they plan the foreground, middle ground and distance well, making good attempts at landscape pictures.

Shortcomings

237. There are no important shortcomings.

Music

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

238. Most pupils in key stage 1 use non-tuned instruments confidently to produce different sounds to accompany simple compositions. They use musical vocabulary, for example, 'occasional' and 'continuous', to describe the sounds made by the instruments.
239. All pupils listen attentively to a short piece of music and many keep a steady beat. Older pupils in key stage 1 competently play a few tuned percussion instruments. They successfully use a microphone and computer to record their group performances and evaluate them sensibly.
240. Many pupils in years 3 and 4 understand how a piece of music can represent different animals through the use of various musical elements. They listen carefully to the 'The Carnival of the Animals' and successfully match the animals to the instruments. They sensibly discuss how the music represents the mood and character of each animal.
241. Most pupils in key stage 2 understand pitch and melody, they keep good time and display a growing sense of rhythm. They build on the good practice acquired in key stage 1 and successfully increase the complexity of their performance by adding descant parts and rounds.

Shortcomings

242. In both key stages, pupils' compositional and appraising skills are underdeveloped.
243. Older pupils in key stage 2, in particular, do not consistently build on their previous knowledge and understanding of musical elements.

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

244. Many pupils in key stage one know that exercise is beneficial to their health and well being and that their heart beats faster during exercise. All pupils dress appropriately for their lessons. Pupils lift and carry apparatus carefully and sensibly. All older pupils have a good understanding of procedures to set up large apparatus.
245. Throughout key stage 1, in dance and movement activities, most pupils develop a good awareness of space and move with confidence. They demonstrate increasing body control, change direction well and begin to hold

their still shapes. They perform simple movement sequences over mats and benches and they make good efforts to evaluate, refine and improve each other's performances.

246. Many older pupils in key stage 1 develop a good knowledge of subject-specific vocabulary. They perform a good range of shapes with appropriate posture and control. Many perform a good range of gymnastic movements and show good body control as they hold their positions. They work well in pairs, matching balances and holding them. Many work well individually and can hold their stretching shapes.
247. Younger pupils in key stage 2 further develop their good understanding of the impact of exercise on their bodies and the benefit of exercising regularly.
248. In years 3 and 4, pupils' ball skills are good and nearly all show good control when passing and receiving. They understand the importance of defending a space and undertake the role of defender confidently. They demonstrate good team-work, working well in pairs and small groups and they have respect for the rules.
249. Older pupils in key stage 2 demonstrate good standards of movement in dance. They rehearse their performances sensibly, have good body control and respond well to music, improvising freely with controlled movements. They explore and invent ideas for dance, combine movement ideas fluently and perform expressively.
250. Nearly all pupils in key stage 2 have a very good understanding of the relevance and importance of warming up and of the cooling-down process and a few lead the class in the process. They have a good understanding of the benefits of exercise and they move apparatus with care and consideration for health and safety.
251. Older pupils' movements are fluent and accurate. They evaluate performance well, acknowledging the achievements of others, and they make sensible suggestions to improve and refine their performance.
252. Nearly all pupils have a good understanding of games, rules and tactics. Many develop effective football and rugby skills throughout key stage 2 and they participate in numerous extra-curricular activities, tournaments and competitions.
253. By the end of the key stage, all pupils are proficient to swim 25 metres and many receive awards as they reach additional levels of achievement.

Shortcomings

254. There are no important shortcomings.

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

255. Throughout key stage 1, most pupils begin to explore their feelings and emotions well. Many pupils readily reflect on their own experiences and are confident to express their emotions.
256. Many have an effective understanding of the importance of special places, identifying those special to themselves, such as their homes, and those which are important to the community of Neyland, such as local churches and chapels, which pupils visit regularly.
257. The majority of pupils in key stage 1 have a good knowledge of some Old Testament stories, such as Moses and Joseph, and they explore the feelings of these characters as their stories unfold. Through their study of artwork, such as Rangoli, they develop a good appreciation of the features of other religions, such as Hinduism.
258. Younger pupils in key stage 2 develop a good understanding of what is important to them, such as their beliefs, feelings and the significant people in their lives.
259. The vast majority of older pupils have a good understanding of the Christian year and of ceremonies such as Baptism and Holy Communion. Their knowledge of the importance of New and Old Testament characters develops well as they study the lives of John the Baptist and Daniel.
260. Most begin to have an effective understanding of a range of religious beliefs and related artefacts. Nearly all pupils ask perceptive questions about Judaism and its practices, such as Shabbat, and most develop a successful awareness of the basic features and key words of Islam and Hinduism.
261. Older pupils in key stage 2 show good progression in their awareness and understanding of world faiths as they compare and contrast various religions. Most explain that a pilgrimage is a special journey for religious purposes. They identify important pilgrimage sites in Wales, Europe and the Middle East and they evaluate the importance of the Hajj and religious centres, such as Lourdes and St. Davids.
262. Most older pupils have a good understanding of the importance of religion to famous world leaders, such as Mahatma Gandhi, and to charities such as Christian Aid.

Shortcomings

263. There are no important shortcomings.

School's response to the inspection

The school and Governing Body would like to thank the members of the inspection team for their professionalism during their time in the school. They were rigorous in covering all aspects of the school and we are happy that an accurate and positive portrait of the school has emerged from the inspection process.

We are pleased that efforts over the past two years to incorporate two individual schools into a new community school have been recognised. We are particularly gratified that the emphasis the school has put on supporting our pupils and giving them a wide range of experiences and opportunities has been recognised as outstanding. We also feel that the strong element of teamwork and excellent relationships between the Governing Body, staff, pupils and parents contributed greatly to the positive outcome of the inspection process.

As a school we always aim to evaluate our performance; the results and recommendations of this inspection report will be incorporated into our school development plan so we can improve elements which had some shortcomings and extend practice which was judged to be good and outstanding.



Appendix 1

Basic information about the school

Name of school	Neyland Community Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Charles Street, Neyland, Pembrokeshire
Postcode	SA73 1 SA
Telephone number	01646 600882

Head teacher	Mrs Elizabeth Griffiths
Date of appointment	1 st September, 2006
Chair of governors/ Appropriate authority	Mr David Western
Registered inspector	Dr David G Evans
Dates of inspection	22-25 th September, 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	34	33	46	41	35	35	49	50	323

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	5	15.23

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.97:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.17:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	89.3%	91.4%	92.7%
Spring 2008	93.65	92.6%	93.8%
Autumn 2007	92.3%	92.4%	93.2%

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					32
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	3	34	47	16	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	9	34	26	31	
		National	0	2	10	63	24	
En: writing	Teacher assessment	School	0	9	38	53	0	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	15	69	16	
		National	0	4	14	55	27	
Mathematics	Teacher assessment	School	0	3	16	59	22	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	22	59	19	
		National	0	2	9	65	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	62.5%	In Wales	80.6%

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

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6					46			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	22	54	24
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	24	52	24
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	17	53	30
		National	0	0	0	0	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	70.6%	In the school	N/A
In Wales	74.0%	In Wales	N/A

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

Five inspectors spent a total of sixteen inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

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

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 75 parents'/carers' questionnaires, of which 96.12 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2 and 5 English, Welsh Second Language and Design and Technology
Mrs Janet Warr Lay Inspector	Contributions to Key Questions 1, 3, 7 and sections 4a and 4c of Key Question 4
Mr Cliff Brace Team Inspector	Key Questions 6 and 7 Early Years, Geography and Art and Design
Mrs Helen Smith Team Inspector	Key Question 3 Mathematics, Information and Communications Technology, History and Music
Mr Stuart Wormleighton Team Inspector	Key Question 4b Science, Physical Education and Religious Education
Mrs Yvonne Jones, Nominee	Attending meetings and supplying information

Contractor

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Acknowledgement

The inspection team would like to thank the governors, the head teacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.