

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

A Report on the Quality of Education in

**Pillgwenlly County Primary School
Capel Crescent
Newport
NP20 2FT**

School Number: 6802302

Date of Inspection: 08 June 2009

by

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Date of Publication: 10 August 2009

Under Estyn contract number: 1125008

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Pillgwenlly C.P. 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 Pillgwenlly C.P. School took place between 08/06/09 and 11/06/09. An independent team of inspectors, led by Dr Jim Hewitt 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 Pillgwenlly County Primary School is a large, inner-city, multi-cultural school which caters for pupils between three and eleven years of age. It is bound by the River Usk to the east and south-east and the River Ebbw to the south-west. It serves the inner-city ward of 'Pill' which is south of Newport town centre. The catchment area, which contains Newport docks, is one of the most economically-deprived areas in Wales and has a high rate of unemployment. There is a tight-knit community spirit and wide range of ethnic diversity. The old town dock area is undergoing huge mixed-use regeneration. Community First, Partnership Board and key local people are striving to improve the reputation and presentation of Pillgwenlly.
- 2 Pupils are housed in a large two-storey building built in 1988. The lower floor is occupied by children in the Foundation Phase aged three to six years and the upper floor by pupils in key stage 2. The school has a separate annexe where the oldest pupils in key stage 1 are accommodated. The school has been involved in the Welsh Assembly Government Early Start project since September 2006.
- 3 The number of pupils on roll has steadily increased since the previous inspection. Currently, there are 621 pupils on roll of which 485 are organised into twenty mixed-ability classes, two classes for pupils with special educational need [SEN] and a specialist support 'Nurture' class. There is also a nursery class with 68 children attending the morning session and another group of 68 children attending the afternoon session. Pupils are admitted into the nursery in the September following their third birthday. If available, places are also offered at the start of the spring and summer terms. Baseline assessment shows that, on entry, the majority of children perform well below the local authority average in communication, number, non-verbal skills, and personal and social skills.
- 4 There is significant movement in and out of school, other than children entering the nursery or pupils leaving at the end of key stage 2, at the designated times. Currently, overall, 22 per cent of pupils fit into this category. However, some ethnicity groups, for example, Pakistani and Bengali are more settled and provide second-and third-generation pupils. Attendance data is often affected by this 'movement' and by families taking 'Extended Leave' to visit members of their extended families.
- 5 Approximately, 83 per cent of pupils are from ethnic minority groups or non-British background. Of these, only 30 per cent have English as their home language. Across reception to year 6, 61 per cent of pupils have English as an additional language and receive specialist support. There are 29 languages spoken in the school other than English or Welsh. No pupils use Welsh as their first language.

- 6 A very large percentage of pupils receive free school meals (44 per cent). This is well above local authority and national averages. Additionally, many other families are eligible but do not have the necessary paperwork to support their applications.
- 7 At the time of the inspection, the school identified 183 [29 per cent] of pupils as having special educational needs, which is above the national average. Of these, seven pupils have a statement outlining their needs. The National Curriculum is modified for these pupils, but no pupils are disapplied from the National Curriculum. Four pupils are 'looked after' by the local authority. Nine pupils have been excluded in the past 12 months. No pupils are withdrawn from acts of collective worship.
- 8 There are currently 22 full-time, six job share and two part-time teachers. In addition the school has 26 full-time teaching assistants and one part-time teaching assistant. There are two full-time and one part-time administrative staff.
- 9 The head teacher was appointed in January 2008.
- 10 The school has achieved several national awards: Basic Skills Quality Mark fourth time, 2009; Inclusion Diversity Equality Achievement Award Level 1, 2008; Marjorie Boxhall Quality Mark Nurture Award, 2009; Healthy Schools Award Phase 5, 2008; and the Eco Schools Green Flag Award, 2007.
- 11 The school was last inspected in June 2003.

The school's priorities and targets

- 12 The school's mission statement is 'We learn, work and play together.'
- 13 The school aims to:
 - help every pupil reach his/her full potential in all curricular areas;
 - give every child the opportunity to learn to read, understand what is read, use what is read and enjoy what is read;
 - encourage the creative, poetic and more technical forms of writing;
 - help children learn about mathematics and arithmetic;
 - give pupils opportunities to understand science and technology;
 - show children how to develop a sense of tolerance and an understanding and appreciation of others and their beliefs;
 - give children the time and opportunity to find out about the past and their environment and to act, where possible, as conservationists;
 - help children develop their abilities and enjoy music, art, drama and all aspects of physical education;
 - provide a happy school in which all the children will be sensitively cared for and nurtured; and
 - welcome all parents into the school.
- 14 The main priorities identified in the school improvement plan 2008/9 relate to improving pupils' learning, health and well-being, further developing inclusion; developing and enriching the resources and the curriculum; and ensuring good value for money.

Summary

- 15 Pillgwenlly is a good school with some outstanding features. Pupils achieve well because of the high quality provision, the nurturing and inclusive environment and the very effective leadership. The school is in a strong position to raise standards further.

Table of grades awarded

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

- 16 Considering the diverse social, ethnic and linguistic backgrounds of the pupils at Pillgwenlly, standards of achievement are good. Children in the Foundation Phase and pupils in key stages 1 and 2 make good progress to achieve their set targets.

- 17 Standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	74%	19%	0%	0%

- 18 These percentages fall below the figures published in the latest Annual Report by HMCI for 2007/8 where standards are reported as being good or better in 84 per cent of lessons and are below the published figures for standards in lessons reported as being outstanding. However, they exceed the percentages given for standards achieved in the previous inspection.

- 19 Standards in the areas of learning in the Foundation Phase Early Start classes and the subjects inspected in key stage 1 (year 2 only) and key stage 2 are as follows:

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

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

- 20 Results of teacher assessment for the end of key stage 1 and key stage 2 are broadly similar. Percentages are below local and national averages in the three core subjects of English, mathematics and science. Percentages are generally closer to the averages in key stage 2 with science as the strongest subject in both key stages. When compared to similar schools in Wales as designated by the percentage of free school meals, results are in the lower 50 per cent for English and mathematics and the upper 50 per cent for science in both key stages.
- 21 Boys tend to perform better than girls in all subjects although evidence indicates this pattern is being reversed in line with national trends. When comparing the results of pupils from different backgrounds, pupils who have English as an additional language perform best in English and mathematics. Pupils with an ethnic minority background perform best in science. Indigenous pupils fare least well in all three subjects. Results in key stage 1 have fluctuated over the years, but in real terms show an upward trend because of the generally lower ability of pupils entering the school year on year. Results in key stage 2 show a small upward trend.
- 22 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.
- 23 Standards and progress in the key skills of listening, reading, writing, numeracy and information and communications technology in the Foundation Phase and both key stages are good. However, pupils' speaking skills and the development of their bilingual skills in English and Welsh have good features which outweigh shortcomings. Progress throughout the school is inconsistent in these two areas. Pupils' problem-solving and independent learning skills are good throughout the school. Creative skills are good in key stages 1 and 2 and outstanding in the Foundation Phase.
- 24 Nearly all pupils, including those with special educational needs (SEN) and those who are at varying stages of learning English, make good progress relative to their abilities and background as they move through the school. They acquire new knowledge and skills to achieve set targets. Most pupils are

developing good skills to improve their own learning. They understand what is required of them and what they must do to improve. However, a minority of more-able pupils do not achieve their potential.

- 25 Pupils make outstanding progress in their personal, social, moral and wider development. Their attitudes to learning, their ability to work together and general behaviour are all outstanding. Pupils see themselves as valued members of the school community. Their respect for the faiths, values and traditions of others is exceptional.
- 26 Attendance is below the averages for primary schools across Wales and for similar schools as determined by the free school meals percentage. This is a shortcoming.

The quality of education and training

Grades for teaching

- 27 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	66%	17%	0%	0%

- 28 These percentages match those published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as good or better in 83 per cent of lessons and exceed published figures for lessons where teaching is outstanding.
- 29 The strong working relationships teachers and teaching assistants have established with pupils and the positive way they promote equality of opportunity for all pupils regardless of gender, race or disability are outstanding. Where classroom teaching is good or better, teachers challenge and motivate pupils at all levels. Lessons are well structured, interesting, clearly-explained and linked to previous learning. Where there are shortcomings, teachers lack appropriate subject knowledge, fail to provide sufficient opportunities to develop pupils' bilingual skills in English and Welsh, and do not employ a sufficient range of appropriate strategies and resources to engage pupils fully. Overall, assessment arrangements are effective and meet all statutory requirements. Planning and assessment have outstanding features in the Foundation Phase.
- 30 The quality and range of learning experiences provided are outstanding. As a Foundation Phase Early Start school and in its incorporation of recent developments such as the new curriculum Orders, 2008, the school's provision is broad, balanced and progressive. The quality of extra-curricular activities and out-of-school provision, the partnerships with other providers, and the school's promotion of education for sustainable development and global citizenship are notable features. Provision for pupils' moral, social and cultural development is outstanding and enriched by strong links with parents and the community.

- 31 The school provides outstanding care, support and guidance to ensure pupils' personal and social development, health and well-being. Pupils and their families appreciate the support received. Overall, the quality of provision for pupils with SEN in the mainstream setting and in the specialist classes is outstanding and very well managed by the additional educational needs co-ordinator.
- 32 The school's strategies for promoting a healthy lifestyle are outstanding. Measures for monitoring attendance and punctuality, ensuring good health and safety systems, and for child protection and complaints procedures all meet statutory requirements. Induction, monitoring and transition arrangement for pupils are exemplary. Policies and procedures to ensure equal opportunity, racial equality, good management of behaviour or bullying issues and the full inclusion of all pupils, including those with disabilities, is outstanding. The school's promotion and celebration of cultural diversity within the school is also outstanding.

Leadership and management

- 33 The leadership and management of the school are outstanding. The head teacher, in a relatively short space of time, has created a real sense of community and belonging in which staff, governors, pupils and their families share common goals and objectives. She has been ably supported in this by the deputy head teacher. Leaders and managers at all levels have a clear understanding of the needs of the pupils. They very effectively manage the day-to-day running of the school and make a full and valued contribution to strategic planning for improvement in the future. The school is in the forefront in implementing local and national priorities. This is an outstanding feature.
- 34 The governing body provides good support. It is well informed by the head teacher and acts as a critical friend in determining the school's strategic direction and in meeting identified priorities. The governing body ensures, through its various sub-committees, that the school meets all its statutory obligations.
- 35 The quality of the school's self-evaluation is outstanding. It fully incorporates the views of staff, governors, pupils and parents. The cycle of monitoring, evaluation and review is totally embedded in all aspects of the school's work. Judgements relating to areas for development feed directly into the school improvement plan to shape priorities for the school. Overall, the school's documentation and procedures have very effectively brought about clear improvements in provision and raised standards. There are a few minor points to address relating to the school improvement plan.
- 36 The inspection team agrees with the grades given by the school in five of the seven key questions but has identified outstanding features in Key Question 5 and in Key Question 6 and so has awarded the higher grade 1 in each instance.

- 37 Overall, provision for staffing, resources and accommodation is good and enhanced by the use of specialist staff for the teaching of English as an additional language. Professional development for all staff is thorough and related to the school's identified priorities. Difficulties identified in the previous inspection relating to the size of classrooms have been overcome by efficient use of the corridors. Concerns regarding insufficient staffroom areas and toilet facilities are being addressed.
- 38 The school makes effective and economic use of resources, linking all spending to identified priorities for improving provision and raising standards. The head teacher and governing body review the school's needs and resources on a regular basis.
- 39 Overall, in the context of their starting points, the majority of pupils make good progress and are well prepared for the next phase of their learning. With the exception of attendance, the school has very effectively addressed key issues identified in the previous inspection. The school provides good value for money.

Recommendations

- 40 In order to maintain and build on recent developments, the school should:
- R1 Continue to raise standards in English and mathematics and address shortcomings identified in subjects and areas of learning. ***
 - R2 Further develop pupils' bilingual skills in English and Welsh.
 - R3 Improve the quality of teaching so that it is of a consistently high standard and provides sufficient challenge for pupils of all abilities.
 - R4 Improve attendance. ***

*** The school has identified these as areas for development in its current school improvement plan.

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

- 41 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 42 Despite their diverse, and sometimes challenging, backgrounds, children in the Foundation Phase and pupils in key stages 1 and 2, they make good progress, achieve the targets they are set and attain good standards. On entry, whether to the nursery or at some later date, pupils' starting points are well below local authority averages. Further, only 30 per cent of pupils in the school have English as their first language. Additionally, a high percentage of pupils (22 per cent) enter or leave the school other than at designated times. This is further complicated by the number of pupils having extended holidays to visit families in their home countries. Both the percentages of pupils who receive free school meals (44 per cent) and those who have SEN (29 per cent) well exceed local and national averages. Nearly all pupils succeed regardless of their social, ethnic or linguistic background.
- 43 Standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	74%	19%	0%	0%

- 44 These percentages fall below the figures published in the latest Annual Report by HMCI for 2007/8 where standards are reported as being good or better (grade 1 and 2) in 84 per cent of lessons. They also fall below the published figures of 12 per cent of lessons where standards are reported as being outstanding (grade 1). However, they well exceed the percentages given in the previous inspection.
- 45 Standards in the areas of learning in the Foundation Phase Early Start classes and in the subjects inspected in key stage 1 (year 2 only) and key stage 2 are as follows:

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

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

- 46 End of key stage 1 assessment results for 2008 fall just below local and national averages in science for pupils gaining at least level 2, but above national averages for pupils gaining the higher level 3. Results in English and mathematics are well below local and national averages at both level 2 and level 3. The percentage of pupils gaining level 2 in all three subjects [the core subject indicator] is also well below averages. Results over previous years have fluctuated, but 2008 results are generally down on 2007's. This is due in large part to the falling levels of attainment of pupils entering the school.
- 47 When the school's results are compared to those of a similar type (those placed in a similar free school band) the school is in the lower 50 per cent in English, mathematics and the core subject indicator, but in the upper 50 per cent in science. Boys, as in previous years, outperformed girls in all subjects but, following recent school initiatives, indications are that this is being reversed in line with national trends. Analysis of results indicates that, when comparing the results of pupils from differing backgrounds, ethnic minority pupils perform best in science, whilst pupils who have English as an additional language perform best in English and mathematics. Indigenous pupils fare least well in all three subjects.
- 48 End of key stage 2 assessment results for 2008 are similar but display an upward trend. The percentage of pupils gaining level 4 and level 5 are still below local and national averages in all three subjects and the core subject indicator (the percentage of pupils gaining at least level 4 in all three subjects). However, the percentages are closer to local and national averages than in key stage 1 with science remaining as the strongest core subject.
- 49 When compared to schools of a similar type, the school is in the lower 50 in all but science. Boys continue to outperform girls in mathematics and science, but in 2008 there were similar results for boys and girls in English. As with key stage 1, indications are that the school is changing this in line with national trends. Ethnic minority pupils outperform pupils who have English as an additional language who, in turn, outperform indigenous pupils.

- 50 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.
- 51 School assessment information indicates that the attainment of the majority of the children on entry into the Foundation Phase is below the local authority average. This is most evident in children's delayed personal and social development and speaking and listening skills. However, the high quality interaction between children and adults in class ensures that all children enjoy their learning, are enthusiastic, persevere and work hard at their tasks. Children concentrate for long periods of time and work independently on a variety of structured and self-selected tasks.
- 52 Pupils with additional learning needs, including those with SEN and those with potential behavioural problems, make very progress relative to their abilities. As a result of the high-quality support they are given, the majority of achieve their set targets. However, on occasions a minority of more-able children in the Foundation Phase and key stage 1 do not reach their full potential. This is a shortcoming.
- 53 The majority of children in the Foundation Phase Early Start classes use their key skills of listening, reading and writing well. They use their reading skills to follow instructions and they listen to each other attentively when engaged in 'carpet time' activities. They also use both their numerical and information and communication technology skills very competently for a variety of purposes across all areas of learning. Most children develop good problem-solving and decision-making skills as they take part in stimulating outdoor activities. Their creative skills are outstanding as they collaborate effectively to produce group collages and paintings of a high quality.
- 54 The majority of children speak a language other than English or Welsh at home and this is reflected initially in the quality of their speaking skills. However, by the end of the Foundation Phase, the children make good progress in improving their spoken English. Throughout the Foundation Phase, children make good progress in developing their bilingual skills in Welsh and English. However, not all confidently move between the two languages.
- 55 Overall, pupils in key stages 1 and 2 are developing good key and basic skills. As in the Foundation Phase, they make good progress in developing the key communication skills of listening, reading and writing. Most pupils listen well, concentrate on their tasks and understand what is required of them. Most apply their reading skills effectively across the curriculum as a source of pleasure and to gain information. Many appreciate that reading serves many purposes. Pupils use their writing skills effectively for a range of purposes and for different audiences. Written work, especially at the end of the key stage, is well-presented. However, although many speak clearly and are happy to discuss their work with visitors, a minority of pupils in both key stages lack the confidence to speak sufficiently audibly to ensure others are able to hear them. This is a shortcoming.

- 56 Pupils in both key stages have good skills in numeracy, information and communications technology and problem-solving, which they use well to support learning in other subjects. For example, most pupils use standard measures appropriately in technical subjects, clarify their solutions to set problems with graphs and tables and effectively employ software, hyperlinks and digital cameras to enhance and illustrate their work. Pupils' independent learning skills are good. They use these skills effectively for internet and library research. Pupils further extend their learning well when collaborating in pairs or small groups.
- 57 Pupils use their creative skills in music, drama, dance and art to good effect to enhance their work across the curriculum. Pupils respond well to the opportunities and experiences offered by the school through *Y Cwricwlwm Cymreig* and they quickly gain an appreciation of the culture and heritage of Wales.
- 58 Despite the fact that Welsh is the third or fourth language for many pupils, they make good progress in learning it as a discrete language. However, although many respond appropriately to greetings, commands and simple questions in Welsh, their bilingual skills and ability to move freely between the two languages is underdeveloped. Pupils lack the confidence, and frequently the opportunity, to use Welsh phrases in their day-to-day interactions and, as a result, pupils' ability and progress is limited. This is a shortcoming.
- 59 As pupils move through the school, they make good progress, in line with their age and ability, towards fulfilling their potential and gain sound knowledge, understanding and skills in the subjects and areas taught. Pupils in key stage 1 attain realistic targets set for them by the school and in key stage 2 to attain realistic and challenging targets. Throughout the school, pupils develop a clear understanding of what they are learning, how well they are progressing and what they need to do to improve. Discussion of individual targets is particularly successful in this regard.
- 60 The development of pupils' personal, social and learning skills is outstanding. Throughout the school, nearly all pupils have a very positive attitude to work and display real enthusiasm for learning. They make valuable contributions to, and participate fully in, lessons. Pupils receiving specific intervention for SEN or those who are developing their proficiency in English as an additional language understand the need to work hard in order to make progress and apply themselves diligently and enthusiastically to their lessons.
- 61 Most pupils make outstanding progress in their personal, social and moral development. They move around the school in an orderly, disciplined fashion. They are courteous to each other and to adults. In the classroom, the majority of pupils' show real care and concern for fellow pupils and respect to all staff. Pupils are involved in raising funds for a number of local charitable organisations; for example, a local hospice. This positively enhances their sense of social responsibility and understanding of their own and other communities.

- 62 Pupils fully understand and respect the school's structured systems for dealing with misbehaviour and see them as fair and appropriate. Nearly all pupils have a clear sense of right and wrong. Considering the number of pupils at the school and the diversity of backgrounds, the behaviour of the majority of pupils is outstanding.
- 63 Pupils undertake their responsibilities conscientiously. The school council effectively represents the views of other pupils and actively brings about change. The eco committee delegates responsibilities for recycling, for healthy lunchboxes and for litter picking. In key stage 2, pupils fully understand the sanction and reward system to combat bullying and offer advice to each other on how to resolve issues.
- 64 Most pupils show a strong awareness of equal opportunities issues and have a clear respect for the diversity of life in a multicultural society. They have very positive attitudes to different cultural traditions, values and beliefs evident throughout the school and in the wider community. This is an outstanding feature.
- 65 Pupils show good understanding of the world of work as a result of visits from members of the local community and educational experiences gained through accessing the locality. Members of the school council have visited the local city council and, as a result, have developed secretarial and chairman duties.
- 66 Attendance, at an average of 88 per cent is below the averages for primary schools across Wales and for similar schools, as determined by the free school meals percentage. This is a shortcoming. However, a large percentage of these absences are the result of extended leave, religious observance or pupil upheaval. A very few pupils arrive late at the beginning of the school day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	66%	17%	0%	0%

69 These percentages match the figures published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as being good or better (grade 1 and 2) in 83 per cent of lessons. They also just exceed the published figures of 16 per cent of lessons where the quality of teaching is reported as being outstanding (grade 1). They well exceed percentages given at the previous inspection.

70 Where the quality of teaching was judged to be grade 1, teachers:

- challenge, enthuse and motivate pupils;
- provide clear explanations and demonstrate excellent questioning skills;
- provide highly-effective intervention strategies to meet pupils' needs; and
- ensure learning is founded upon excellent working relationships.

71 Where teaching was judged to be good with no important shortcomings, teachers:

- use varied, interesting resources, both indoors and out, to stimulate pupils;
- link lessons well to previous learning, and
- deliver well-structured and well-timed lessons at a brisk and purposeful pace.

72 In lessons where teaching was judged to have shortcomings, teachers:

- have insufficient subject knowledge;
- provide insufficient opportunities to promote incidental Welsh;
- fail to provide clear objectives or an effective plenary session;
- make their introductions too long and lesson activities insufficiently challenging, and
- lack firm control over the class.

73 Overall, teachers have good subject knowledge and are familiar with recent developments in primary education, such as Foundation Phase requirements and Curriculum 2008. Careful, detailed planning of activities in most lessons ensures that teachers set tasks which match pupils' age, ability and stage of development.

- 74 Most teachers use a wide range of strategies to ensure that pupils apply themselves positively to their work. In the best practice, teachers ensure that all pupils actively participate and develop their skills in independent learning. Classroom organisation is effective, with pupils working individually, in pairs, in groups or as a whole class.
- 75 Planning is good with outstanding features in the Foundation Phase. It is well-structured and detailed, covers all statutory requirements and is based on topics which encompass all areas of learning. Time is allocated to include extended, continuous and focussed provision as well as teacher-led and child-initiated activities. The school's success in actively planning to integrate the individual and diverse needs of their multi-cultural intake is outstanding.
- 76 In key stages 1 and 2, teachers plan to meet pupils' needs flexibly through the 'Building Learning Power' programme. Planning takes good account of daily assessment and tasks are adapted well to enable pupils to build successfully on prior learning. Their progress is monitored and reviewed effectively.
- 77 Specialist and mainstream teachers are fully aware of the complex language needs of the majority of pupils and provide good opportunities for pupils to discuss and record work in their own language. However, in general, teachers do not provide sufficient access to Welsh and English bilingual teaching, and the use of incidental Welsh is inconsistent across the school.
- 78 The additional support provided for pupils with SEN or those who have English as an additional language is purposeful and effective. Teaching assistants have a good understanding of pupils' needs and work effectively to promote increased fluency in English, to consolidate and extend the understanding and skills of pupils with SEN, and to develop good behaviour and social skills.
- 79 All teachers promote equal opportunities extremely well. This is an outstanding feature. Every pupil is treated equally irrespective of race, background, gender or disability and every opportunity is taken by teachers to celebrate what each individual pupil has to offer. Indeed, the relationships formed by teachers and teaching assistants with pupils are exemplary and their consistent use of praise and encouragement helps raise pupils' self-esteem and contributes well to pupils' learning experiences and well-being.
- 80 The school's policy and systems for assessing, recording and reporting pupils' progress and achievements are good and fully meet statutory requirements.
- 81 The quality of assessment in the Foundation Phase is good with outstanding features. Induction is closely linked to the assessment process. Through its home visit system for new entrants, the school gains valuable information about children before they start school. Observation, assessment and recording of the achievements of the very youngest children and baseline assessment for four year olds starting full-time education is used very effectively to identify and meet their needs. Aspects of children's work are assessed daily through detailed 'field notes' which form the basis of regular reports kept in individual learners' personal file. The information recorded

effectively guides planning. However, systems are insufficiently robust to ensure more-able and talented reach their full potential.

- 82 Good progress has been made in identifying assessment criteria in all subject areas which teachers can use to set learning targets for pupils. Portfolios of work are matched to national curriculum levels. The school has adopted a system of using pupils' work in books as a more manageable system of moderating and levelling. The school is a member of a cluster which meets regularly to moderate work in subjects.
- 83 Teachers keep comprehensive records of pupils' achievements and keep a good overview of the progress individual pupils make. The school makes good use of assessment and recording as a tool in planning and for setting individual and class targets for all pupils, including those with SEN or those who have English as an additional language. The school has been adopted in the authority as an exemplar of good practice on assessment and the recording of pupils' achievements.
- 84 Teachers ensure that pupils understand the purpose of assessment and set them regularly-updated and appropriate targets. Teachers provide good verbal feedback to develop pupils' ideas and understanding. Marking is good and pupils are encouraged to make evaluative comments in response. In some classes, pupils are effectively challenged to assess their work. However, this is not consistent.
- 85 The annual reports to parents are of good quality and comply with statutory requirements. They identify pupils' achievements and what they need to do in order to improve. The school provides two formal annual meetings for parents to discuss their child's progress. However, parents appreciate that they are welcome into school at any time should they have any concerns. Assessment data is used effectively to assist governors in evaluating the effectiveness of the school's policies and strategies and to identify strengths and weaknesses across the school.

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

- 86 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 87 Overall, the quality of learning experiences provided for the majority of the school's pupils is outstanding. Within its highly inclusive ethos for learning, all pupils have equal access to every area of the curriculum and every activity offered by the school. The school caters extremely effectively for the wide range of pupils' needs and interests. The broad and balanced curriculum fully meets the statutory requirements of the Welsh Assembly Government including those for religious education and collective worship. The school

uses the expertise of many outside agencies effectively to access and supplement the curriculum.

- 88 The overall quality of the education provided for the under fives is appropriate to their needs and nearly all children are making good progress towards the Foundation Phase outcomes.
- 89 As an Early Start School, Pillgwenlly has fully implemented the Foundation Phase for children aged 3 to 6 years. Although it is not yet a statutory requirement, the school has made good progress in introducing the principles of the Foundation Phase for children in reception classes and year 1. Provision fully meets children's needs, covering each area of learning in a progressive, constructive manner. All learning practitioners are involved in updating schemes of work to meet curriculum needs and ensure that learning experiences are skill-based, relevant, interesting and motivating.
- 90 In key stages 1 and 2, teachers have made good progress in introducing and reviewing policies and schemes of work that successfully reflect and fully cover the new curriculum Orders, 2008. Detailed plans ensure that new learning builds progressively on previously acquired skills and knowledge. This has had a positive effect on standards.
- 91 There is a wide range of lunch-time and after school clubs open to all pupils. These are run by dedicated and knowledgeable staff and effectively enhance and enrich the curriculum. This is an outstanding feature.
- 92 The school makes good provision for the development, continuity and progression of key skills across the curriculum through a well-defined key skills ladder. Key and basic skills feature strongly in teacher planning. Pupils' progress is scrutinised regularly and feedback documents allow staff to plan for further improvements in provision. The school has achieved the Basic Skills Quality Mark for the fourth time. However, opportunities to develop pupils' bilingual skills in English and Welsh are insufficiently planned for and, as a result, pupils make insufficient progress.
- 93 Provision for pupils' spiritual, moral and social development is outstanding and central to the school's ethos. Planning for the development of personal and social education is extremely well focused with a strong and appropriate emphasis on sex education, drugs misuse and personal safety. There are good developments in environmental and health elements of the school's provision.
- 94 Through well-planned activities such as circle time and pupil representation on the school council and eco committee, pupils receive good opportunities to take positions of responsibility, extend their skills in discussing important issues and working collaboratively. The school enjoys strong beneficial partnerships with a wide range of community providers who enrich the curriculum and support the work of the school. Numerous sporting events with other schools provide a range of opportunities for pupils' social interaction. Links with the local community, schools and other organisations are

outstanding and have a positive impact on successfully raising pupils' self confidence and self esteem.

- 95 The school places a strong emphasis on moral development in assemblies and circle time. All staff actively encourage positive values such as fairness and model appropriate behaviour for all pupils. Spiritual development is good. It is promoted in both religious and aesthetic activities. Arrangements for collective worship fully meet all statutory requirements and include all pupils, regardless of faith. The school has very strong links with the local places of worship. Most pupils are actively encouraged to consider other faiths alongside their own through a range of multicultural themes.
- 96 Provision for cultural development is outstanding. *Y Cwricwlwm Cymreig* is effectively promoted across the curriculum to support and enrich pupils' knowledge and understand of Wales. Pupils are given a host of opportunities to develop understanding, awareness and appreciation of other cultures. Pupils from ethnic minorities celebrate their own culture and faiths in a wide range of activities; for example, in assembly and in art and craft work. Cultural awareness is well promoted through strong links with other countries. The curriculum is further enriched through educational visits and by numerous visitors to the school, including community support officers and religious leaders from different faiths.
- 97 The school is at the heart of the community. Close and effective links are maintained with a wide range of community groups. The school also enjoys an effective working partnership with other local primary schools. Links with special schools to enhance the school's SEN provision for additional learning needs are a particular strength. Highly successful links have been developed with higher educational institutions including Newport University.
- 98 There is a good link with the Education Business Partnership (EBP) which organises further links with outside organisations to provide pupils with experience of the workplace. However, there is no programme for teacher placement to develop curriculum planning, teaching and learning.
- 99 The promotion of education for sustainable development and global citizenship (ESDGC) is outstanding. It is embedded in all aspects of teaching and learning and is highlighted within subject schemes of work and progress is tracked through a comprehensive monitoring system. An enthusiastic eco-committee helps organise a number of recycling schemes, promotes fair trade and runs energy-saving initiatives. There is also small, but well-resourced wildlife garden area and there are ambitious plans for an inner city 'forest school' in a plot of land adjoining the school. The school gained 'Green Flag' status in December 2007.
- 100 The school enthusiastically supports nearly all national and local authority initiatives aimed at laying good foundations on which to base a future of lifelong learning. In particular, pupils are encouraged to take responsibility for their own learning through opportunities to work independently and assess

their own performance. There are also strong transition links across key stages within the school and with the main receiving secondary school.

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

Grade 1: Good with outstanding features

- 101 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 102 Management of the care, support and guidance of pupils is outstanding. Individual needs are identified before pupils join the school and constantly reviewed thereafter. There is an excellent liaison with a range of external agencies and a true collegiate atmosphere exists with the needs of the pupils at its heart. Pupils and their parents are highly appreciative of the support received, particularly in terms of retaining the 'home' language and in addressing the needs of pupils with emotional issues.
- 103 There is a very close working relationship with parents in many aspects of school life; for example, on the disability equality scheme and the bullying policy. The initial reluctance of many parents to approach the school is gradually being broken down with attendance at parent consultations having risen dramatically in the last six years.
- 104 Induction arrangements for new pupils are outstanding. Nursery staff visit local playgroups and parents' homes. Home language support workers are appropriately involved when necessary. Procedures for entry are well organised and pre-entry visits efficiently arranged. This close liaison is maintained as pupils move through the school. New pupils entering at other times are well supported through initiatives such as class 'buddying' and peer mentoring. Personal and educational needs are closely identified and monitored to ensure smooth transition into school life, with effective support from the Gwent Education Multi-ethnic Service and other agencies as appropriate.
- 105 The analysis of attendance and punctuality is thorough. However, despite the school's efforts in working with families and with the education welfare service and in promoting class attendance award systems, there has not been any significant improvement. The school is planning a range of strategies which focus on the early years and particular ethnic groups. It is also encouraging parents to take 'extended leave' during school holidays.
- 106 The school's detailed Health and Safety policy and provision are well regarded. Any concerns identified at regular monthly reviews are dealt with in accordance with their perceived level of risk. Appropriate risk assessments are completed for specific trips, activities and individual pupils. First aid provision meets all statutory requirements.

- 107 The school has a member of staff with specific responsibility for the 'Health and Well-being' of pupils. The importance of developing a healthy diet is stressed in lessons and by the school council. Water is freely available in the classrooms and around the school. The use of fruit trolleys at morning break and the 'healthy lunchbox' scheme is well supported by pupils and their families. The importance of good hygiene is stressed by visitors from the medical professions. The school consistently promotes the benefits of exercise. It is working towards Phase 6 of the Healthy Schools Award.
- 108 All child protection and complaints systems are in line with national guidelines and local procedures. The head teacher is the designated child protection person and appropriate arrangements are in place for trained staff to cover in her absence. Awareness training is held annually for all staff and there is appropriate induction for new staff. Information on child protection procedures and contact personnel and on complaints procedures are contained within the staff handbook.
- 109 The provision for pupils with additional learning needs is good with outstanding features. The school's policies are comprehensive and fully comply with the SEN Code of Practice and the framework for inclusive education. The school effectively identifies pupils' individual needs and appropriately monitors progress in meeting these needs throughout the school. The school's additional educational needs' co-ordinator manages her responsibilities very well.
- 110 Within the Foundation Phase, children with SEN and those requiring help with learning English as an additional language are identified at a very early stage. Intervention is swift. Very close liaison with the pre-school agencies, such as "Flying Start" ensures the children's needs are met immediately they enter the school. The quality and quantity of support in these areas are outstanding and enhanced by the home language and community support structures while children's needs are being assessed.
- 111 An appropriate register of pupils with SEN is maintained, indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Pupils on the register have their own individual educational plans [IEPs]. These are written by mainstream class teachers, are of good quality and include short-step targets, teaching strategies and achievement criteria. Those who have under-developed skills in literacy and numeracy benefit from both in-class support and a wide range of appropriate targeted intervention from suitably-trained teaching assistants. Withdrawal sessions mirror those provided in the mainstream setting.
- 112 Provision for pupils in the two SEN classes is consistently good and organised well by the individual teachers. There are an appropriate range of learning opportunities to meet pupils' ages and individual learning needs. Class staff focus on promoting pupils' self-esteem. The needs of pupils with a statement of special educational are fully and effectively met. Annual review procedures for these pupils fully meet legal requirements. Parents are involved in the process throughout.

- 113 Good opportunities are provided to ensure pupils with SEN are included in all aspects of school life and well regarded by other pupils. The needs of pupils with a statement of SEN are fully and effectively met and pupils make good progress towards achieving recognised and relevant goals on their individual educational plans. Annual review procedures for these pupils meet legal requirements. Parents are fully involved in the process.
- 114 The school maintains an appropriate register for more-able and talented pupils. However, its intervention strategies for supporting, challenging and extending these pupils is at an early stage of development.
- 115 The school makes very effective use of a wide range of outside agencies including the educational psychology service, speech and language therapists, occupational therapists, physiotherapists, counselling services, drug and crime prevention agencies together with social services and the health authority workers. The specialist input is incorporated into individual programmes and has a very positive impact on pupils' skills and progress. Younger pupils have access to a multi-sensory room and older pupils visit the local special school for hydrotherapy.
- 116 Excellent support is provided by specialist staff from the Gwent Education Minority-ethnic Service [GEMS] for pupils who have English as an additional language. The progress of individual pupils and those from similar cultural backgrounds is carefully monitored. As their language skills develop, pupils spend less time in specialist withdrawal sessions and more within the main classroom setting. The Gwent Education Minority-ethnic Service co-ordinator, who also serves on the senior leadership team, ensures that resources and intervention are well managed.
- 117 Provision to meet the specific emotional and behavioural needs of pupils in the Nurture class is outstanding for its effective combination of teaching and support. Valuable discussions between teachers and pupils when creating targets ensure that pupils play an active role in assessing and monitoring their progress and derive great satisfaction as targets are achieved. The school has recently gained a national award for the quality of this provision.
- 118 The school provides outstanding support for learners whose behaviour might impede their progress or that of others. The local authority uses the school as a model of good practice and offers training in the school's system to other agencies. Individual plans are in place for pupils whose behaviour causes concern or who are at risk of exclusion. The effective implementation of a system for restorative justice has had a major impact on behavioural issues in the school. This is an outstanding feature.
- 119 The quality of provision for equal opportunities is outstanding. A sense of fairness, acceptance, and inclusion completely permeates the school. Policies effectively promote equal opportunity, gender and race equality. In practice, the school takes full account of pupils' social, ethnic, linguistic and educational backgrounds to ensure that all are treated fairly and are equally well

supported. The school is highly successful in promoting gender equality and in challenging stereotypical choices.

- 120 Outstanding arrangements are in place to eliminate bullying, harassment and racial discrimination. The majority of pupils in key stages 1 and 2 understand the 'Red card for racism' system and the 'listening boxes' to tackle bullying issues. Procedures effectively reflect the school's commitment to inclusion and the work of outside agencies such as the Gwent Education Minority-ethnic Service is invaluable in this.
- 121 The school has implemented a disability access audit and established an appropriate disability access plan. The school makes reasonable adjustments to ensure that pupils with disability are not put at a disadvantage in accessing facilities or the curriculum.
- 122 The school actively promotes respect for diversity. Policy and provision to develop pupils' recognition and respect for other people's faith and culture are outstanding. The school strongly promotes an ethos of tolerance and acceptance of the diversity of cultural and religious traditions within the school and the community beyond. The school prayer and song allude to each child having their God and the school respects the individual child using reflective time in the way of their own faith.

Leadership and management

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

Grade 1: Good with outstanding features

- 123 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team identified several outstanding aspects in this key question and so awarded the higher grade. The school's outstanding leadership, significantly improved provision and positive, inclusive working ethos have created a firm foundation for further progress. However, the team agree with the school's judgement of grade 2 for key question 1 because improvements have not yet made their full impact on raising standards.
- 124 The school's mission statement, aims and priorities underpin its daily life and work. They represent the school's desire to celebrate the diversity of cultures and fully meet the needs of pupils regardless of their background. Through its policies, procedures and practice, the school actively and successfully promotes full equality of opportunity for all within a supportive culture of acceptance. Leaders and managers at all levels share the same vision and goals. The school has a real sense of community.
- 125 The quality of leadership and management at all levels within the school is outstanding. In the short time since her appointment, the head teacher's passion, drive, organisation and commitment has generated a shared sense of unity and purpose. In this, she has been ably and professionally supported by the deputy head teacher. Together, they bring a complementary range of skills and expertise to the improvement of teaching and learning within the school.
- 126 The structure of leadership is very strong at all levels and based upon in-house training and the provision of opportunities for staff to develop their skills further at the next tier of leadership. The senior leadership team, middle leadership team, phase group leaders and subject leaders are all very well informed and play a full and valuable part in the day-to-day management of the school and in contributing to the process of monitoring, evaluation and planning.
- 127 The senior leadership team plays a key role in the decision-making process and is keenly aware of the need to focus on raising standards. The inclusion of the Gwent Education Minority-ethnic Service co-ordinator is vital in ensuring that operational and strategic decisions fully meet the needs of the diverse range of pupils. The middle leadership team, including the additional needs co-ordinator, undertake their specific responsibilities with energy and commitment and are undergoing specific training to help them extend their leadership and professional skills. They have responsibility for developing key areas such as SEAL (social and emotional aspects of learning) and use

allocated time effectively for monitoring pupils' work, listening to children's views and providing training for other staff.

- 128 Subject leaders have a clear understanding of the strengths and areas of development in their subjects. The quality of their self-evaluation is outstanding. The impact of their work is reflected in the improvements in standards identified since the previous inspection.
- 129 The arrangements for the performance management of teachers and teaching assistants are well established and fully meet statutory requirements. They reflect well the school's focus for improvement. The head teacher implements systematic and well-organised systems to review and promote the continuing professional development and effectiveness of all staff. The deputy head teacher supports all staff new to the school ensuring they are given effective and comprehensive support. Targets are reviewed regularly and appropriate training provided.
- 130 The school has made good progress in achieving its overall targets and goals. The school improvement plan identifies key areas for improvement across all aspects of school life and employs a wide range of appropriate strategies to achieve them. The effectiveness of these strategies is regularly monitored by leaders at all levels. Systems for setting targets for individual pupils, for different ability groups and different cohorts of pupils are becoming increasingly refined.
- 131 The school's full involvement in local and national priorities is an outstanding feature. For example, the school has worked hard to establish both the Welsh Assembly Government's Foundation Phase Early Start project and the new curriculum Orders, 2008. It has served as a lead school across the local consortium in implementing the RAISE grant for improving standards and has gained several awards and recognition for the contribution it makes to the nurture and well-being of its pupils.
- 132 The governing body is totally committed to the school and its pupils. Governors visit regularly to provide support. The governing body works in close co-operation with the head teacher and the senior managers. The head teacher keeps governors well informed about pupils' achievements and overall standards and about any issues that affect the performance of the school. Governors use this information to monitor the school's provision. It provides the school with a clear sense of direction and, in acting as a critical friend, constantly challenges the school to achieve the best for the pupils.
- 133 Governors are fully involved in the ongoing process of self-evaluation and, based upon the findings, jointly plan the strategic development of the school. The governing body ensures that all regulatory and statutory requirements are fully met.

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

Grade 1: Good with outstanding features

- 134 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team identified several outstanding aspects in this key question and so awarded the higher grade.
- 135 Procedures for self-evaluation are outstanding. Rigorous, wide-ranging and comprehensive systems ensure that leaders and managers are very well informed and equipped to plan for further improvement. Each tier of the school's leadership and management structure is responsible for gathering and analysing a wide range of data and other information. The analysis of complex statistical data is thorough. The school's performance is measured against these data and targets for further improvement are set.
- 136 The senior leadership team monitors the quality of planning and teaching effectively. Other teachers undertake a programme of regular monitoring of standards of learning. They scrutinise book samples and speak with pupils about their work. In their subject evaluations, leaders include a section on pupils' comments. Subject leaders evaluate the quality of provision and standards in detail. The rigour and quality of their subject evaluations are outstanding.
- 137 All members of staff, including teaching assistants and support staff, have an active role in the self-evaluation process. The views of pupils are articulated through the school council and questionnaires seek to elicit the views of parents. Parent governors are active in seeking the views of parents who are not English speakers. In seeking accreditation from a wide range of outside agencies, the school has benefited from a number of external assessments that have contributed to self-evaluation. The measures taken to ensure that the views of all interested parties are given due consideration constitute an outstanding feature.
- 138 A strong culture of self-evaluation has been a feature of the school in recent years. Communications are systematic and transparent, enabling all stakeholders to understand that their contributions are valued. The school self-evaluation report is well constructed and honest. It provides a detailed picture of the school's strengths and areas for development. The findings of the inspection team match the school's judgement in five key questions. Where the team differed from the school's judgement in key questions 5 and 6, the school had been too modest in its evaluation of a number of outstanding features; therefore the higher grade 1 was awarded.
- 139 Overall, planning for improvement is outstanding in the Foundation Phase and good overall. There are clear links at all phases between the self-evaluation documentation and the school improvement plan. The structure of the plan reflects the school's unique priorities well. The annual format of the plan

enables the school to be flexible and responsive to current matters of concern, but restricts its potential for strategic planning. Entries in a number of areas are insufficiently precise and lack quantitative targets.

- 140 The way in which leaders and managers ensure that priorities are adequately supported is good. Sums of money are allocated to year groups, classes and subjects. Welsh Assembly grants for raising attainment and for developing teachers' expertise are utilised well. The care taken by governors and senior leaders to ensure that the school is able to meet its objectives is good.
- 141 Targets set in previous plans have been successfully met and, overall, the school has made outstanding progress since the previous inspection in terms of raising standards of pupil achievement and behaviour and in improving the quality of leadership, teaching and assessment, curriculum planning and learning support.

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

Grade 2: Good features and no important shortcomings

- 142 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 143 The school is appropriately staffed by well-qualified and experienced teachers and teaching assistants who are effectively deployed to meet the specific needs of all pupils. There is a good blend of youth and experience in the staff team and teachers share their breadth of knowledge openly and willingly. This sharing of expertise together with the involvement of external specialists, especially in areas such as English as an additional language, helps to raise standards.
- 144 All staff have agreed performance management targets, which are closely linked to priorities in the school improvement plan. Based on the school's needs, teachers and teaching assistants attend relevant courses regularly to update their knowledge and skills; for example, in positive behaviour management. However, some assistants new to the Foundation Phase require further training.
- 145 Teaching assistants complement the school's provision well and work in close and effective partnership with teachers. All make a valuable contribution to both classroom activities and withdrawal sessions and are fully involved in assessment and planning activities. Many are involved in the school's extra-curricular activities.
- 146 Administrative staff are experienced and provide good support to the head teacher and staff to ensure that the school runs smoothly and effectively. Midday supervisors provide good supervision and attend training relevant to their roles. Cleaning, catering staff and the school caretaker are all valued

members of the school team, are proud of their school and make an important contribution to school life.

- 147 The arrangements for providing planning, preparation and assessment time for staff are generally good. Teachers' absence from their classrooms is well covered across most subjects. The school has responded fully and effectively to the requirements of workforce remodelling and for reducing teachers' workload.
- 148 The school has a good range of learning resources across nearly all subjects, which meet the needs of pupils. The number of tuned musical instruments is, however, insufficient for the size of the school. While there is no computer suite this has little detrimental impact on the standards in information and communications technology. There are an adequate number of computers in the classrooms and portable laptop and notebook computers are ordered for the new academic year. There are collections of reading and reference books in classrooms, but no central library which pupils can use for research purposes or for borrowing books.
- 149 The school buildings and outside areas are well maintained to a high standard of cleanliness and decoration and utilised very effectively. As at the last inspection, the classrooms are small for the number of pupils. However, the areas outside them are well used by small groups. The hall is used effectively to accommodate all pupils. Wall displays greatly enhance the building's appearance and provide a stimulating learning environment. The outdoor play area for the nursery and the central wildlife area are outstanding features. The school recognises there is insufficient staffroom and toilet facilities for the increased number of staff and has plans to address these issues.
- 150 The school makes effective and economic use of resources linking decisions made to the school's identified priorities; for example, in gaining Early Start funding to promote development of the Foundation Phase or through effective use of the Better School Fund and the General Teaching Council Wales grants to support training. The quality of financial management of the school is good. The head teacher, governing body finance and staffing sub-committees review the school's needs, as well as resources on a regular basis. The governing body ensures that the correct financial policy and procedures are followed.
- 151 Overall, in the context of their starting points the majority of pupils progress well and achieve good standards. The school provides good value for money.

Standards achieved in subjects and areas of learning

Areas of Learning in the Foundation Phase

- 152 The overall quality of the educational provision for the under fives is appropriate to their needs and children are making very good progress towards the Foundation Phase Outcomes.
- 153 On entry, the majority of children are below average in the development of their communication and social skills. Only a minority of children use English as their home language.

Personal and social development, well-being and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

- 154 Many children throughout the Foundation Phase concentrate for exceptionally long periods of time and persevere with a given task. They work with outstanding levels of independence on focussed and self-selected activities; given their age and ability levels on entry. From a very young age, the children develop an outstanding perception of fair play and an exceptional understanding of the consequences of their actions on others. They quickly learn to take a high level of responsibility for the decisions they make and exercise outstanding self-control as they move freely across the range of activities.

Good features

- 155 On entry, the youngest children quickly begin to understand the difference between right and wrong and develop personal moral values. Overall, the majority soon learn acceptable behaviour patterns. They adhere to established group rules and exercise a good level of self control. They quickly adapt well to established routines for their daily activities in the classroom, settle without fuss and understand the importance of taking turns fairly when they play with outside toys or use large apparatus in the hall.
- 156 Nearly all the children show good care, respect and concern for other members of the group. Most gradually develop their self confidence and self esteem sufficiently to form relationships with other children and adults and are learning to control their emotions effectively. The majority ask for help if required.
- 157 The four and five year old children develop a real understanding that living things need care and respect. They are beginning to understand the need to recycle in order to take care of their immediate environment. Most children display a growing confidence when dealing with their own hygiene and are aware of the need to follow a healthy lifestyle through regular exercise. The majority distinguish correctly between healthy and non-healthy food and drink.

- 158 Most of the five and six year olds are eager and enthusiastic as they work through their various tasks. Boys and girls co-operate and work willingly with each other, show an interest in the lives of their peers and play together peacefully as they make informed choices when selecting their activities.
- 159 Most of the oldest children have a developing understanding of special occasions such Harvest time and Christmas. Celebrations from the many and varied cultures are well represented within the school. Many are beginning to recall stories and traditions from their Welsh heritage. The majority are aware of the similarities and differences amongst themselves and of the cultural diversity in their local community.
- 160 The majority of the oldest children value and praise the success and achievements of others during “carpet time” activities. A few independently suggest extended activities to reflect set themes. These children are beginning to take calculated risks as they explore the outside classroom and clearly articulate reasons for their actions. Their risk-taking and problem-solving strategies are enhanced as they become involved in the “Building for Learning” programme.
- 161 A substantial minority of the five and six year olds are developing an awareness of their own strengths and weaknesses and, with an appropriate adult, are able to discuss how they can improve their performance.

Shortcomings

- 162 There are no important shortcomings

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 163 Considering their low levels of attainment on entering the school, all children make good individual progress in developing their language, literacy and communication skills. By the end of the Foundation Phase, standards of achievement are good overall.
- 164 The youngest children quickly learn to control their voice and express themselves with feeling. All recall and enjoy simple songs and rhymes in English, Welsh and their “home language”. By the end of the first year, most children respond well to instructions and tentatively recount their favourite story with developing confidence using correct language patterns. The majority discuss their play with enthusiasm and communicate their needs, feelings and thoughts to others.
- 165 Many five and six year olds speak clearly with appropriate intonation and are beginning to use extended vocabulary with confidence. Most ask appropriate questions and a growing number reply articulately. In group discussions,

these children offer simple and appropriate explanations to justify their personal opinions.

- 166 Throughout the Foundation Phase, most children listen well, particularly to traditional stories and tales. Many choose to involve themselves in quality speaking and listening activities of a spontaneous and planned nature during role-play sessions. The 5 and 6 year old children build on skills acquired in the previous years to communicate spontaneously through activities across other areas of learning. Nearly all enjoy reading and readily share the experience with adults and peers. Most have a developing knowledge of phonics.
- 167 Nearly all of the youngest children match pictures to sequence a story accurately. They recognise word shapes and patterns. Most recognise their name and some of the letters within their name. They know that words and pictures carry meaning. Many confidently predict what comes next in a story; a few can give alternative endings. Children understand and respond to stories and poems and are familiar with the conventions of print. The oldest respond well to a range of print. Most quickly acquire a variety of strategies to attempt new words and read to a good standard.
- 168 The youngest children enthusiastically take advantage of the variety of opportunities to participate in mark-making activities across the areas of learning; for example, painting on the school fence with water. The majority explain their scribbles well and attempt to form letters. Most appear to understand the function of writing.
- 169 By the end of their time in the Foundation Phase, most children become confident, emergent writers across all areas of learning as they develop their independent writing skills. Nearly all write for a variety of purposes, at an appropriate level. Many understand the use of a sentence and over a third are beginning to write simple stories independently.

Shortcomings

- 170 There are no important shortcomings. However, a small minority of children do not reach their potential in acquiring the relevant oral skills in English.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 171 Throughout the Foundation Phase, most children handle numbers confidently. The youngest enthusiastically join in number songs and counting games and succeed in counting numbers up to ten by rote. The four and five year olds effectively count backwards and forwards to ten. Many recognise and record numbers well as they correctly note car numbers outside school.
- 172 Most children sort, match and order items correctly according to colour and size and have a good understanding of the sequence of their daily routines. The four and five year olds investigate patterns and relationships using

coloured paper and five and six year olds use their knowledge of number bonds effectively to solve problems.

- 173 Many children across the Foundation Phase use appropriate mathematical language related to shape and size when playing with blocks and construction toys. They confidently recognise shapes in and around the classroom and in the outdoor environment. The four and five year olds use good positional language when playing table games. Many children in all classes measure with a good degree of accuracy and have a sound understanding of the concept of 'empty' and 'full' through their sand and water play. The youngest children know the days of the week, and many four and five year olds tell the time correctly to the hour. Most five and six year olds fully understand the use of money. This concept is reinforced by visiting local shops and using "real money". A small minority of children competently recognise most coins.
- 174 All children succeed in recording data effectively in a variety of ways; for example, the four and five year olds study different forms of transport and record their findings in graph form. The five and six year olds record their favourite fruits in tally charts, before transferring information successfully into block graphs.

Shortcomings

- 175 There are no important shortcomings.

Welsh language development

Grade 3: Good features outweigh shortcomings

Good features

- 176 Children throughout the Foundation Phase understand basic instructions and know many more words than they speak. Even very youngest display appropriate recall of the words of a few simple Welsh songs. The four to five year olds show a good understanding of the words of rhymes through appropriate actions. Nearly all children listen well and pronounce familiar vocabulary and phrases clearly. All use Welsh confidently at registration time to greet their teacher and their friends and most respond correctly to Welsh instructions at tidy-up time.
- 177 The four to five year olds are confident when identifying colours and numbers and use greetings appropriately. Most respond non-verbally or by means of short phrases to simple questions. They have a good recall of previously learnt vocabulary, such as parts of the body and questions such as "Beth sy'n bod?"
- 178 The five to six year olds respond correctly to questions about where they live, the weather and what they are wearing. Many successfully substitute words in familiar patterns to convey personal experiences. Their reading and writing skills are developing well through sharing big books with their teachers.

Shortcomings

- 179 Many pupils lack confidence to speak the language. They do not acquire sufficient familiarity with Welsh to enable them to use the language in structured or spontaneous activities.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 180 Throughout the Foundation Phase, nearly all the children have a good knowledge and understanding of the world around them, their local environment, animals and living things. Most are sufficiently confident to ask relevant questions and express their own opinions within a group. They are curious and have a very positive attitude to new experiences.
- 181 The youngest children develop a good understanding of the needs of plants and animals through activities such as planting and watering seeds and growing vegetables in the school allotment. They know that plants need sun and water to grow. They understand what kinds of waste make compost and are beginning to recycle all classroom rubbish.
- 182 The youngest children acquire a good knowledge of where they live through walks and observations in the locality. The four to six year olds notice different features in the landscape and most describe their local streets and their church or mosque in great detail. Over half draw a recognisable, simple route map of their visit to the library.
- 183 The youngest children develop an early understanding of the world of work from the numerous community visitors to the school. They understand the purpose and use of money as they role-play creatively in their supermarket. They notice the passage of time and discuss the differences between night and day appropriately.
- 184 Some older children confidently contrast their own locality with other areas in Wales and the wider world. For example, all are curious about the destinations of their peers as they go off on extended visits to their cultural homeland. Many are beginning to distinguish between past and present and further develop historical concepts and a sense of chronology when building up a personal time-line or investigating how simple everyday objects such as toys have developed over time.
- 185 By the end of the Foundation Phase, most competently use their senses when investigating the differences between man-made and natural materials. They develop a good awareness of the need to question. Over half the children accurately predict, observe and evaluate during their experiments. The more-able offer reasoned explanations for their predictions and successfully select and use appropriate scientific equipment. Many are beginning to appreciate the concept of a fair test.

- 186 Most are developing good observational skills and knowledgeably discuss climatic changes. Regular outdoor activities throughout the year ensure that all children have a good concept of the appropriate clothes to wear in various weather conditions.

Shortcomings

- 187 There are no important shortcomings. However, a few children have underdeveloped information and communications technology skills.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 188 Throughout the Foundation Phase, nearly all children make good progress in developing their physical skills.. The younger children move confidently with increasing co-ordination, control and purpose around the inside and outside areas. Most competently follow instructions paying due regard to health and safety issues.
- 189 Nearly all quickly develop their fine motor skills as they automatically handle small tools, construction apparatus and pick up small objects safely, with increasing control. In their creative development, this is outstanding. Most steadily develop their cutting skills as they learn to handle scissors and small tools efficiently. Nearly all children display good co-ordination when using the scientific equipment and digital cameras. They cope well with threading activities and jigsaw puzzles.
- 190 Nearly all of the youngest children develop their gross motor skills of 'pulling', 'pushing', 'scooting' and 'pedalling' to a fine degree as they manoeuvre the outdoor toys and explore the climbing frame on a daily basis. Most further extend these skills when they build and play with the large construction apparatus.
- 191 During physical activity sessions, nearly all are developing a good understanding and appreciation of the differences between 'running', 'jumping', 'climbing', 'crawling' and 'sliding'. During dance sessions many respond sensitively to various stimuli, using different parts of their body effectively to express their feelings. Throughout the Foundation Phase, the children independently dress themselves for physical activity in an appropriate manner.
- 192 The 4 and 5 year old children move backwards and sideways and develop simple travelling sequences as they work co-operatively together to create a performance of three movements. Over half amend their actions appropriately after watching others perform. The majority confidently balance on small and large apparatus displaying good control and co-ordination.

- 193 Most of the 5 and 6 year old children readily control the speed of their body movements and have a strong sense of spatial awareness. Many accurately use positional vocabulary such as 'in front of' and 'behind', 'under' and 'over' and understand that exercise affects breathing and heart rate.
- 194 The majority confidently name the major parts of their body and are beginning to understand the changes that occur with growth. Nearly all are aware of the need to follow a healthy lifestyle that involves physical exercise.

Shortcomings

- 195 There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Outstanding features

- 196 Children's ability throughout the Foundation Phase to select and use a wide variety of materials, resources and tools to express their ideas and feelings creatively is outstanding. The detail and accuracy of their observational drawings, the quality of their fine clay work and creative music compositions are further outstanding features.

Good features

- 197 Nearly all of the youngest children enjoy singing simple English, Welsh and "home language" songs sweetly and confidently. They know the names of a number of percussion instruments. The four to five year old children distinguish between the different sounds they make. Many beat time accurately and, by the end of the Foundation Phase, most children are beginning to understand pitch and use musical vocabulary correctly. They have a growing awareness of various musical elements and repeat simple sequences of sound as they compose their own scores. Nearly all enjoy responding to music, dancing and moving their bodies in different ways to imitate the movements of trees and animals or to reflect moods and feelings.
- 198 In their role play sessions indoors and outdoors, the youngest children develop their imaginative play skills as they re-enact favourite stories using puppets. Many improvise and think imaginatively as they play creatively in small groups or independently. The 5-6 year old children extend these skills as they begin to "hot seat" as a way of recreating characters in their stories.
- 199 Throughout the Foundation Phase, most children enjoy working with paint and enthusiastically emulate the work of artists such as Monet. They readily produce a variety of individually 'designed' artefacts. The four and five year old children create good two and three-dimensional, representational images of mini-beasts. Most investigate, manipulate and explore a range of materials and resources to create effective models from recycled materials. Most children independently identify the correct equipment and techniques to use

for various tasks with confidence. Nearly all use the skills of 'cutting', 'sawing', 'painting', 'sewing' and 'glueing' competently and with imagination.

- 200 Many of the five and six year old children discuss their work at an appropriate level. Over half appreciate the work of others and comment constructively. Some are willing to amend their work after discussions with a known adult. Many children apply their creative and imaginative skills expressively across all areas of learning.

Shortcomings

- 201 There are no important shortcomings.

Subjects

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

- 202 Most pupils in both key stages have good listening skills. They listen positively and attentively to their teachers have to say and to each other's views. Most pupils throughout the school develop good reading skills relevant to their respective ages.
- 203 In key stage 1, many of the more-able pupils read with good fluency, while more hesitant readers are able to self-correct and to sound out unfamiliar words. Most pupils describe the plot of their story accurately and enthuse in the descriptions of their favourite episodes. In key stage 2, most pupils read with increasing accuracy and fluency, using word-building strategies to help their understanding of meanings.
- 204 When younger pupils in key stage 2 assume the role of a character from fiction or history, other pupils pose interesting questions which the pupil in the "hot seat" answers perceptively. Most pupils understand the distinction between 'closed' and 'open' questions. They act out the roles of people caught up in the Great Fire of London. Many extemporise imaginatively, reacting appropriately to others, and using language in keeping with the situation.
- 205 Many pupils grip their pencils correctly and have good posture, enabling them to write neatly. Most spell the items correctly, or use close phonetic equivalents. Many pupils use simple dictionaries to find the words they need to spell.
- 206 The writing of older pupils in key stage 2 indicates good progress in sentence construction, spelling and punctuation. They use interesting adjectives to enliven descriptions. Most understand simple spelling rules and select appropriate letter combinations when attempting to write unfamiliar words. By

the end of the key stage, most pupils explain correctly that diaries are written in the first person and past tense.

- 207 In key stage 2, most pupils write effectively in a range of styles for a variety of audiences. They use connectives correctly in their discursive and persuasive writing. Many older pupils take notes when watching a DVD and use them to write correctly-structured and sequenced sentences.
- 208 For a large percentage of pupils English is an additional language. Many pupils are new to the language or continuing to develop their competence. These pupils make good progress in acquiring vocabulary and in learning to read. By the end of key stage 2, the writing of most of these pupils is good. Pupils with SEN achieve good standards in their work relative to their age and ability, and in accordance with targets on their individual education programmes.

Shortcomings

- 209 There are no important shortcomings, although many pupils across the school fail to speak sufficiently audibly to enable the whole class to hear.

Welsh second language

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

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

Good features

- 210 In key stage 1, most pupils increase their vocabulary and extend their knowledge of simple sentence structures. They follow commands and instructions well. Nearly all pupils count to 20 in Welsh without hesitation. Most name parts of the body and a range of basic colours accurately. Many describe the weather using simple sentence patterns appropriately.
- 211 Many pupils in key stage 1 have a good understanding of what is being said in Welsh. A few respond to questions using complex answers by combining two phrases. The majority understand what they have read and freely answer questions related to what they are reading.
- 212 Younger pupils in key stage 2 further develop their range of Welsh vocabulary. Most pupils confidently engage in simple dialogues, asking and answering questions correctly. They use familiar phrases appropriately for different situations.
- 213 Older pupils in key stage 2 extend their spoken Welsh by adding appropriate descriptive words to their sentences. More-able pupils show good understanding and proficiency in the use of the third person. By the end of the key stage, most pupils accurately link the story 'Pari Popeth' to their written activities. Many create poems by selecting appropriate sentences and rearranging them to form a rhyme. They develop more complex language patterns and verbs.

- 214 Most pupils achieve well in their reading with practice. Their written work is consistently well presented. The more-able pupils endeavour to read with expression and enthusiasm. They talk about characters in stories knowledgeably.
- 215 Pupils with SEN, or those for whom Welsh is a third or fourth language, achieve good standards and make good progress in relation to their age, ability and linguistic background.

Shortcomings

- 216 A few pupils are reluctant and hesitant to speak in Welsh.

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

- 217 Most key stage 1 pupils have a good recognition of numbers to 100 and above. Their understanding of place value is thorough. Most count successfully in twos, fives and tens. They use various mental strategies, including multiplication tables, effectively to solve problems. They identify simple fractions easily in practical situations.
- 218 When dealing with measures and money, many key stage 1 pupils use appropriate vocabulary related to length and suggest suitable non-standard units and measuring equipment to estimate and measure lengths. Most pupils compare lengths, order weights, and compare masses and capacities confidently. The majority of pupils have a good understanding of time. The understanding of many pupils of the concept of buying and selling is sound. Their coin recognition is good.
- 219 Most key stage 1 pupils recognise two- and three-dimensional shapes easily, and refer correctly to their properties. Their use of positional language is good. Key stage 1 pupils represent data in various ways, such as lists, simple tables and block graphs. Most pupils discuss and explain their results knowledgeably.
- 220 Many younger pupils in key stage 2 read, write and order whole numbers to 1000 confidently. They recognise simple fractions easily, and quickly add, subtract, multiply and divide numbers mentally using a variety of strategies. Most pupils have a good understanding of place value. More-able pupils have a sound understanding of the relationship between the four rules of number. Many of them work efficiently with fractions, decimals and percentages, and apply their knowledge of number well to solve number problems.
- 221 Key stage 2 pupils' knowledge and understanding of measures and money is good. Most tell the time correctly using analogue and digital clocks, and solve

problems involving money effectively. They suggest suitable units and measuring equipment to measure length, mass and volume.

- 222 Nearly all younger pupils in key stage 2 identify a wide range of two and three-dimensional shapes, and discuss their properties knowledgeably. They have a good recognition of right angles in the classroom. Older pupils in key stage 2 calculate the value of angles on a straight line correctly and use protractors effectively.
- 223 Older pupils in key stage 2 handle data proficiently. Most pupils collect and represent data appropriately using graphs and diagrams. Many pupils draw meaningful conclusions from statistics and graphs and communicate their findings using appropriate language.
- 224 Pupils with SEN achieve good standards in their work relative to their age and ability, and in accordance with targets on their individual education programmes. Pupils with English as an additional language make good progress and achieve good standards.

Shortcomings

- 225 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

- 226 Throughout the school, the majority of pupils have a good understanding of the principles of fair testing. They make predictions based upon valid reasoning and present data in a range of appropriate tables, charts and graphs. Most draw correct conclusions from the data. In the best investigative work, older pupils at the end of key stage 2 also raise their own questions or ideas to explore. All pupils engage in careful practical work and make good use of relevant scientific vocabulary.
- 227 In key stage 1, many pupils demonstrate confidence in planning and in carrying out experimental enquiry systematically and purposefully. Most pupils have a good understanding of sorting, fair testing and predicting outcomes. The majority of pupils communicate ideas well and make suitable suggestions about how to organise data and record their work rationally.
- 228 Most pupils are knowledgeable about healthy and unhealthy foods. Nearly all pupils make good use of the outside classroom environment to find out about plants and trees, snails, butterflies and their respective habitats.
- 229 Nearly all key stage 1 pupils use key scientific vocabulary confidently when talking about the use of electricity and the construction of simple circuits using batteries, bulbs and switches. Most pupils recollect very well the dangers of

electricity and the importance of safety when handling electrical devices at home.

- 230 The majority of younger pupils in key stage 2 have a good understanding of the diversity of living things, particularly regarding animals with backbones or not, and if they are hot-blooded or cold-blooded. Most pupils have a good understanding of the functions of main body organs and the importance of a healthy diet.
- 231 A significant number of pupils have a secure knowledge of the differences between solids, liquids and gases and most have a good practical understanding of evaporation and filtering. Most make well-founded predictions, explaining fair testing clearly and sharing findings confidently with fellow peers.
- 232 Most older pupils in key stage 2 methodically conduct well-planned investigations to explore whether taller pupils jump further than their shorter peers. More able pupils extend this investigation to see if taller pupils have a larger lung capacity. Nearly all pupils at the end of key stage 2 have a good understanding regarding the pollination of plants and subsequent life cycles. Most use appropriate key vocabulary correctly. The majority of pupils make good use of a digital microscope when making detailed observations before recording their work.
- 233 Pupils with English as an additional language and those with SEN achieve well and make good progress.

Shortcomings

- 234 There are no important shortcomings.

Information and communications 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

- 235 Nearly all pupils in key stage 1 accurately label parts of a computer and are familiar with the use of projectors, interactive whiteboards, microscopes and digital cameras. Most log on and save work independently. Nearly all program and activate robotic toys effectively to follow a simple path. The majority use a simple software program effectively to produce useful graphs illustrating the results of investigations. A few more-able pupils in key stage 1 import pictures and create slides with text to create interesting *Powerpoint* presentations looking at the habitat of crabs and other sea life.
- 236 Nearly all younger pupils in key stage 2 use *Google* effectively to search for information. The majority show a good understanding of the use of the internet for playing games, downloading software and music, looking at videos

on *youtube*, accessing news and weather and for shopping at supermarkets or *e-bay*.

- 237 Most use *Publisher* effectively to create attractive and informative posters. They display good skills in controlling images, in altering the size, style and colour of the font and when experimenting with backgrounds. More-able pupils show good skills when importing and resizing photographs of each other and importing them into an effective 'table' of information about individual hobbies and interests.
- 238 All older pupils in key stage 2 enjoy using a commercial software package to explore and develop their understanding of elements of music. Most pupils use digital microscopes effectively to view the creatures they caught during pond dipping. Many have created effective three-dimensional graphic work using *Google 'Sketchup'*. The majority use *Word, Publisher* and *Powerpoint* effectively to develop and communicate their ideas in appropriate ways with a developing sense of purpose and audience. All older pupils in key stage 2 show enthusiasm and good skills in producing stop-frame animations based upon their own story boards and models.
- 239 Pupils with special educational needs and those for whom English is an additional language develop good skills in relation to their age, abilities and background.

Shortcomings

- 240 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

- 241 Most pupils in key stage 1 use their designing and making skills effectively in constructing toys with moving parts. They design and make sunhats, puppets and sandwiches and many evaluate the finished product well. More-able pupils have a good recall of previous work and an understanding of what they have learned.
- 242 Younger pupils in key stage 2 develop good culinary skills when choosing, cutting, measuring and blending ingredients to make 'smoothies'. Older pupils take part in blocks of design and food technology activities at the local high school and have presented a three-course meal.
- 243 Older pupils in key stage 2 pupils gather information well from many sources and use this to generate ideas to make Victorian dolls, patchwork quilts and construct model Anderson shelters. They select and work with a variety of appropriate tools, materials and components. All pupils follow safety guidelines when using tools and equipment to handle different materials.

- 244 In both key stages, most pupils evaluate their products sensibly, noting how their finished articles might be further refined and modify their models and products accordingly. By the end of key stage 1, many pupils record their views accurately in writing. The oldest pupils in key stage 2 plan, reflect and evaluate their work to a good standard. In both key stages, pupils make good progress in investigating and exploring products, successfully considering the need and purpose before the designing stage.
- 245 Pupils with SEN use recycled materials alongside high quality resources to make mobiles, for example representing the life cycle of a butterfly. Pupils for whom English is an additional language make good progress and achieve good standards.

Shortcomings

- 246 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

- 247 Most pupils in key stage 1 successfully develop their historical vocabulary by studying a number of elements relating to 'days gone by' in their locality. By using pictures and artefacts, they become well informed about children's toys in the Victorian era and make relevant comparisons with their own toys.
- 248 Most pupils' chronological awareness is developing well. Many pupils use phrases relating to the passage of time correctly. They consider evidence from different sources and, as a result, come to understand how toys, life in Pillgwenlly, and their families have changed over time.
- 249 Most younger pupils in key stage 2 have a good awareness of the lifestyles and practices of Roman society. Their written work is thorough and well-presented. Their historical understanding is enhanced by visits to Tredegar House or to the museum. Many pupils describe in great detail life during the Great Fire of London and give conclusions about who was responsible for starting it.
- 250 More-able pupils explain in detail what constitutes historical evidence. They have a sound understanding of the difference between primary and secondary sources and explain intelligently how interpretations of the past can vary.
- 251 Older pupils in key stage 2 make very effective use of historical artefacts, information books, photographs and the internet when researching the social history of World War 2. Their ability to prepare and answer questions on the basis of their evidence is a notable feature.

- 252 By the end of the key stage, nearly all pupils read timelines accurately by placing historical events in their proper order. Most pupils interpret photographic evidence well and understand that the most accurate accounts of any event are eye-witness accounts. The majority conduct extensive research on the internet and target sources of information quickly. Their findings are very well presented, maturely structured and original.

Shortcomings

- 253 There are no important shortcomings.

Geography

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

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

Good features

- 254 In key stage 1, most pupils acquire good first-hand geographical knowledge and skills by exploring the local environment. The majority of pupils show good mapping skills when creating plans of their classrooms and of the school.
- 255 Most pupils in key stage 1 understand that different countries have different weather patterns. They recognise features of hot and cold climates by learning about the different types of clothes they would need if they went to such contrasting places.
- 256 In key stage 2, nearly all pupils identify natural and human features of Pillgwenlly and Newport on a variety of paper and electronic maps. Younger pupils created accurate aerial maps of the local area and beyond. Older pupils use compass directions, and simple co-ordinates effectively on a variety of maps, atlases and globes. Many pupils at the end of the key stage are good at using map co-ordinates and have a well-developed sense of scale and proportion.
- 257 Most younger pupils in key stage 2 show good knowledge of their locality and make useful comparisons with localities in other countries. They develop an increasingly secure knowledge of the geography of their own area and have emerging knowledge of the geography of Wales and the wider world.
- 258 The majority of older pupils in key stage 2 effectively show how the actions of the population can improve or damage the environment, for example when a new motorway is planned. They successfully complete climate and rainfall graphs, which they interpret appropriately. Most pupils at the end of the key stage accurately and comprehensively list the major geographic features of the seaside. Nearly all accurately identify Great Britain and major European countries on a map of Europe.
- 259 The oldest pupils in key stage 2 correctly name and locate the county of origin of a variety of artefacts and cultural traditions. In addition, they present their

experiences gained on family holidays to the many countries of their family heritage, for example to Kenya, Lesotho and Jamaica.

- 260 Pupils with SEN in key stage 1 name hot and cold countries accurately and identify Great Britain on a world map. In key stage 2, they collate information from a number of sources about developing countries. Pupils who have English as an additional language make good progress and achieve well in this subject.

Shortcomings

- 261 There are no important shortcomings.

Art and design

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

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

Good features

- 262 Throughout the school, the quality of pupils' displayed work is high. In key stage 2, pupils benefit from working with artists-in-residence to produce outstanding three-dimensional work in clay.
- 263 In key stage 1, most pupils appreciate art and show good skills in producing work of their own. They carefully observe features such as colour, shape, form, line and tone and use them effectively to produce lively work of a good standard.
- 264 The majority of pupils display a good knowledge of pattern in producing interesting pictures of snails. The standard of their drawing using pencils and ink pens is good. Nearly all pupils produce good standards of print work.
- 265 Pupils in key stage 2 produce many high-quality large-scale pieces of artwork, including murals depicting the Newport transporter bridge. Many show a good knowledge of scale and perspective and confidently use the local environment as an inspiration.
- 266 Most pupils in both key stages have a good understanding of the work of contemporary Welsh artists, craft workers and designers working through a range of medium. The majority of pupils accurately identify good features in their own and others' work and offer constructive comments about how work can be improved.
- 267 Pupils with SEN and those with English as an additional language engage fully in art and produce work of a high standard.

Shortcomings

- 268 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

- 269 All pupils in both key stages listen attentively and respond with interest to a range of music of different styles and from different cultures. They understand that performance starts and finishes with silence.
- 270 Nearly all pupils in key stage 1 sing enthusiastically. They experiment when making sounds with instruments and have success when playing *fortissimo*. With teacher support, most pupils show good understanding when learning how to represent music graphically. The majority progress well in recording their own work. Most pupils develop good skills appraising for each other's performance by identifying two good features and something that could be improved.
- 271 In key stage 2, most pupils sing tunefully. They listen to instructions carefully before effectively singing in two parts. Most pupils become increasingly adept in appraising each other's performance using appropriate musical vocabulary in a sensitive and constructive way.
- 272 Older pupils in key stage 2 listen carefully to a recording of music to accompany pictures of the River Severn and discuss how, in musical terms, it is representative and evocative of particular moods. Many use their expanding glossary of musical terms correctly in discussing their work.
- 273 Pupils with SEN and those who have English as an additional language participate enthusiastically in lessons and make good progress in relation to their age and ability.

Shortcomings

- 274 In both key stages, most pupils' skills in improvising, composing and arranging music are underdeveloped.
- 275 In both key stages, Most pupils' competence in using instruments to perform is underdeveloped.
- 276 Many pupils in key stage 2 show little knowledge of notational representation.

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

- 277 When performing sequences in gymnastics, most key stage 1 pupils move energetically and use good starting and finishing positions. About half achieve a reasonable amount of flow of movement. Younger pupils in key stage 2

display a good awareness of body parts as they create sequences that include travelling and balancing. They make good use of space. The majority of older pupils in key stage 2 move confidently on apparatus, performing lively sequences based on body shapes.

- 278 Most key stage 1 pupils respond sensitively to music in dance sessions. They use a variety of body shapes, and different levels, speeds and directions effectively. All younger pupils in key stage 2 participate energetically in Indian dance sessions, performing exciting dances based on travelling, turning and expressive use of hands.
- 279 In both key stages, most pupils display good ball-handling skills. Key stage 1 pupils throw, catch, kick and travel effectively with the ball. Older pupils in key stage 2 control the ball well using rackets to practise forehand swings. They demonstrate good cricket skills, such as bowling, batting and fielding. Most key stage 2 pupils play well together in small-sided games. Younger pupils in key stage 2 pupils develop good athletics skills, such as efficient running techniques and relay racing.
- 280 Pupils in both key stages work well together, with partners, in groups and as a whole class to plan, perform and improve their work. All pupils understand the importance of warming the body before exercising, and have a good awareness of the benefit of regular exercise, and its importance as part of healthy living.
- 281 Although not observed, a range of secondary evidence indicates that on residential visits to outdoor centres, pupils at the end of key stage 2 develop good outdoor adventure skills, such as orienteering. Further, that most pupils make good progress and achieve sound standards in swimming.
- 282 Weekly boxing sessions taken by professional boxers in the nearby leisure centre develop the skills and confidence of pupils in key stage 2, including those with SEN Pupils with SEN, and those for whom English is an additional language, participate energetically and reach good standards in all physical education sessions.

Shortcomings

- 283 There are no important shortcomings. However, a few pupils in both key stages do not pay sufficient attention to refining the quality of their movement in dance and gymnastics, and do not evaluate their work and the work of others rigorously enough.

Religious education

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 284 The majority of pupils in both key stages develop a secure knowledge of the main beliefs and differences between Christianity, Judaism and Islam,

following visits and well-focused discussions about respective places of worship.

- 285 By the end of key stage 1, most pupils have a good knowledge of the main Christian festivals; for example, the Easter story. Many understand and relate well known stories and parables from the Old and the New Testaments. Most pupils display a good knowledge regarding the special holy artefacts to be found in Christian and Muslim homes and their significance to prayer.
- 286 Following visits to local places of worship, most pupils confidently discuss the major significance of religious artefacts to be found in a Christian church and mosque.
- 287 The majority of younger pupils in key stage 2 confidently retell in their own words the story of Rama and Sita and the significance of journeys undertaken. The importance of friendships and ownership of feelings is consolidated by most pupils when related to the stories told by Jesus. Nearly all pupils have a good recall of the main regions in the Holy Land and their impact on recent tensions within border regions.
- 288 Most older pupils in key stage 2 extend their understanding of the major similarities and differences between major world religions; for example, the importance in Islam of washing three times each day and the significance of the bookstand for securely locating the Quran. In all lessons, pupils display high levels of respect, tolerance and appreciation of each other's faiths.
- 289 By the end of key stage 2, most pupils acquire a developing range of skills that enable them to explore and learn from a wide range of religions. Most pupils maturely consider spirituality and physical and emotional feelings when related to their own special journey in life. They compare them to pilgrimages undertaken by famous spiritual leaders.
- 290 Most understand why symbols and ceremonies are important to people and how these can be related to their own lives in terms of tolerance, respect, empathy and sensitivity, and this is clearly evident in the fabric of the school family.
- 291 Pupils with English as an additional language and additional learning needs achieve well and make good progress in their religious lessons.

Shortcomings

- 292 Throughout key stage 2, most pupils do not develop their religious education skills progressively, building upon previous work.
- 293 The quality and standard of the majority of pupils' finished work is under-developed.

School's response to the inspection

The head teacher, staff, pupils and governors of Pillgwenlly Primary School greatly appreciate the very professional and courteous way in which the inspection team carried out a very detailed and thorough audit of the school. Their opinions are valued and an action plan will be put in place to address the identified recommendations. A copy of the action plan will be sent to all parents. The governors are confident the school will successfully address each of the recommendations and will report on the progress made in the governors' annual report to parents.


We are delighted that the inspection team found that our children make good progress, achieve their targets and attain good standards.

We are also pleased that the team found our pupils achieve well because of the high quality provision, the nurturing and inclusive environment provided by a team promoting strong working relationships. This is central to the work of our school.

We are extremely pleased the quality and range of learning experiences provided are outstanding and pupils make outstanding progress in their personal, social, moral and wider development.

We are also proud that pupils attitudes to learning, their ability to work together and general behaviour are all outstanding features in our very large and diverse primary school.

Finally, we are delighted that pupils respect for faiths, values and traditions of others is exceptional.



Appendix 1

Basic information about the school

Name of school	Pillgwenlly County Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	Capel Crescent, Newport, South Wales
Postcode	NP20 2FT
Telephone number	01633 265268

Head teacher	Miss Kath Bainbridge
Date of appointment	January 2008
Chair of governors	Councillor Ron Jones
Registered inspector	Dr Jim Hewitt
Dates of inspection	June 8 – 11 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	68*	69	78	68	59	79	61	71	553

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	21	7.9	28.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	6:1
Average class size, excluding nursery and special classes	28:1
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	82	89	89
Autumn 2008	74	83	87
Summer 2008	72	83	88

Percentage of pupils entitled to free school meals	44
Number of pupils excluded during 12 months prior to inspection	9

* 68 children in the morning session and 68 different children in the afternoon session

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:				56
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	11	23	63	4
		National	0	4	14	63	19
En: reading	Teacher assessment	School					
		National	0	4	15	55	26
En: writing	Teacher assessment	School					
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School					
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	9	16	70	5
		National	0	2	11	65	22
Science	Teacher assessment	School	0	4	5	59	32
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	66	In the school	n/a
In Wales	81	In Wales	n/a

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

Because some percentages have been rounded up or down, they may not always total 100 per cent

National percentages are derived from 2008 data.

**National Curriculum Assessment Results
End of key stage 2:**

National Curriculum Assessment Results: End of key stage 2

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		47		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	4	2	26	47	21
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	9	21	57	13
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	0	6	13	64	17
		National	0	0	0	1	1	2	11	54	32

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	64	In the school	n/a
In Wales	76	In Wales	n/a

- D Pupils who are exempted 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

Because some percentages have been rounded up or down, they may not always total 100 per cent

National percentages are derived from 2008 data.

Appendix 4

Evidence base of the inspection

Nine inspectors spent the equivalent of 34 inspector days in the school and met as a team before the inspection. Additionally, the head teacher acted as nominee.

These inspectors visited:

- 90 lessons or part lessons in four subjects and seven areas of learning;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 285 responses to a parents' questionnaire of which 96 per cent were positive.
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work; and samples of pupils' reports.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr Jim Hewitt Registered Inspector	Context; Summary; Recommendations Key Question 1; Key Question 5 Aspects of Key Question 4 SEN provision; EAL provision Information and communications technology
Mrs Zohrah Evans Team Inspector	Aspects of Key Question 2 Aspects of EAL; Aspects of the Foundation Phase Mathematics; Physical education
Mrs Jean Hannam Team Inspector	Early Years Foundation Phase
Mr Enir Morgan Team inspector	Aspects of Key Questions 1 and 3 Aspects of the Foundation Phase Bilingual provision History; Welsh second language
Mr Chris Dolby Team Inspector	Key Question 6 Aspects of EAL English
Mr Peter Clark Team inspector	Aspects of Key Questions 3 and 4 Science, Religious education
Mrs Amie Field Team Inspector	Aspects of Key Question 4 Aspects of Key Question 7 Design technology; Geography.
Mrs Yvonne Naylor Team Inspector	Aspects of Key Questions 1 and 4 Aspects of the Foundation Phase Art and design; Music
Mr Ted Tipper Lay Inspector	Aspects of Key Questions 1, 3, 4, and 7
Miss Kath Bainbridge Head teacher and Nominee	Liaison with inspectors, contribution to team discussions and the school's response

The contractor was:

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Acknowledgement

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