

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

A Report on the Quality of Education in

**Pontnewydd Primary School
Bryn Celyn Road
Pontnewydd
Cwmbran
Torfaen
NP44 1JW**

School Number: 6782211

Date of Inspection: 24 November 2008

by

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Pontnewydd Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Pontnewydd Primary School took place between 24/11/08 and 27/11/08. 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	3
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	14
Key Question 2: How effective are teaching, training and assessment?	14
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key Question 4: How well are learners cared for, guided and supported?	19
Leadership and management	23
Key Question 5: How effective are leadership and strategic management?	23
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	24
Key Question 7: How efficient are leaders and managers in using resources?	26
Standards achieved in subjects and areas of learning	28
Foundation phase	28
Mathematics	33
Information technology	34
Geography	36
Music	37
Physical education	37
School's response to the inspection	
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

1. Pontnewydd Primary School was formed in 1983 following the amalgamation of Pontnewydd Junior and Infant schools. It caters for pupils aged between three and eleven years of age. The school is situated on a split-site campus with key stage 2 pupils taught in a two-storey, split level block and early years and key stage 1 pupils taught in a separate single-storey block. The buildings vary in age, structure and design.
2. The catchment area of the school is a well-established residential area in Pontnewydd, just outside Cwmbran. The original Pontnewydd Junior Mixed school was opened in 1955 as the first primary school to serve Cwmbran New Town. The Junior site also hosts a special needs resource base [SNRB] for pupils in the local authority [LA] with complex needs. The nursery and infant school site, built in 1967, also accommodates a local registered pre-school playgroup. The large majority of pupils live in local authority or housing trust accommodation. The catchment area is identified as being economically disadvantaged.
3. There are 12 mixed-ability classes for pupils in each year group from reception age to year 6; four of these are mixed-age classes. The SNRB is comprised of four classes. There is a nursery providing separate morning sessions for 30 children and afternoon sessions for 31 children. There are 394 pupils on roll including 29 pupils currently attending the SNRB. The overall number of pupils has steadily declined since the previous inspection, although numbers in the nursery are increasing.
4. Intake into the school is on a termly basis following a child's 3rd birthday. Baseline assessment, undertaken when children join the Nursery, shows a significant minority of children below LA averages in their social, emotional and language attainment. Boys' attainment, on entry, is well below that of girls. The school has high rates of pupil mobility with 32 per cent of pupils being admitted to or leaving the school other than at the usual time. There are 8 per cent more boys on roll than girls.
5. There are 20 full-time equivalent teachers and 13.5 full-time equivalent teaching assistants at the school. The current head teacher was appointed in January 2008 following the retirement of the previous post holder.
6. The school identifies 110 pupils (33 per cent) as having special educational needs [SEN] which is well above national averages; of these, 5 pupils have a statement outlining their needs. The National Curriculum is not modified for any pupil and no pupils are disapplied from it. Just under a quarter of pupils (24 per cent) are entitled to free school meals which is well above LA and national averages. Three pupils are 'looked after' by the LA. No pupils have been excluded over the past 12 months. English is the home language of all the pupils and none speak Welsh as their first language. Less than one per

cent of pupils come from families of mixed ethnic origin or non-white British background. No pupils have English as an additional language.

7. The school gained the Basic Skills Quality Mark Level 4, the Eco School Green Flag, the Go4IT Award, and the Physical Education 'Actif Mark Cymru' in 2008.
8. The school was last inspected in September 2002.

The school's priorities and targets

9. The School Prospectus outlines the following school aims:
 - to help every pupil reach his/her full potential in all curricular areas;
 - to encourage the creative, poetic and more technical forms of writing;
 - to encourage pupils to speak properly and listen with interest, attention and patience;
 - to give pupils opportunities to understand science and technology;
 - to show pupils the manner in which they should live, irrespective of race, gender, colour or religion;
 - to develop a sense of tolerance and an understanding and appreciation of others and their beliefs;
 - to seek to give children the time and opportunity to find out about the past;
 - to help children gain knowledge and understanding of their immediate locality, as well as places further away;
 - to encourage music, sport, art and drama;
 - to provide a happy school in which pupils are sensitively cared for and cared about; and
 - to recognise the need for governors, staff, parents and pupils to work in harmony, thereby encouraging common goals.
10. The school development plan identifies the following priorities:
 - to continue to improve standards in order to ensure all pupils achieve their full potential;
 - to continue to improve the fabric of the school building and grounds in order to enhance learning, and
 - to continue to review the learning programmes and procedures in the light of national initiatives and priorities.

Summary

11. Pontnewydd Primary is a good school in which there have been significant recent improvements in almost every aspect of school life. The good standards that pupils are now achieving results from very strong leadership, critical self-evaluation and high quality teaching.

Table of grades awarded

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

Standards

12. During the inspection, standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	76%	3%	0%	0%

13. These percentages are higher than the percentages published in the latest Annual Report by HMCI for 2006/7 where standards are good or better in 80 per cent of lessons and outstanding in 10 per cent of lessons.

Areas of learning for under-fives

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

14. 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.

Grades for standards of achievement in subjects inspected

Inspection Area	Key stage 1	Key stage 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 1
Physical education	Grade 2	Grade 1
Under-fives	Grade 2	

15. Throughout the school, standards in the key skills of numeracy and communication are good, listening skills in particular are outstanding. Pupils also achieve good standards when using their creative skills. Pupils' skills in information and communication technology and problem-solving are outstanding. However, there are some shortcomings in the progress pupils make in developing their bilingual skills.
16. End of key stage 1 national curriculum assessment results for 2008 are an improvement on recent years and now match or just exceed national averages. When compared to schools of a similar type in Wales (those placed in a similar free school meal band), the school is in the upper 50 per cent in all three subjects. Overall, the girls slightly outperformed the boys.
17. The school provides two sets of information for end of key stage 2 assessment results. In both instances, there has been a considerable improvement on recent years. When the results for pupils in the SNRB classes are included, the figures are well below national averages and, when compared to similar schools, the school is in the lowest 25 per cent.
18. When the results for the SNRB classes are not included, the data indicates that the school is performing well. Results are above national averages and, when compared to similar schools, the school is in the upper 25 per cent. Girls have outperformed boys over recent years. However, the significant difference in results for 2008 is attributed to the good performance of a particularly able cohort of girls.
19. Pupils with additional learning needs both in the mainstream classes and in the SNRB classes achieve good standards and progress well in relation to their varying needs and abilities.
20. Pupils make good progress in their personal, spiritual, social, moral and wider development. Their behaviour and degree of respect they show for others is outstanding. The enthusiasm and application they show in relation to their work is exemplary. Pupils' understanding of the world of work and their place in the community is outstanding.
21. Attendance rates are slightly below national averages but in line with schools which have a similar percentage of pupils entitled to receive free school meals. Although rates are improving, the regular and punctual attendance of a few pupils gives rise for concern.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	70%	2%	0%	0%

22. These percentages are higher than those published in the latest Annual Report by HMCI for 2006/7 where the quality of teaching is good or better in 80 per cent of lessons and outstanding in 14 per cent of lessons.
23. Teaching in the school is of a very high quality and underpinned by good systems of assessment, recording and reporting. Teachers' subject knowledge, planning and use of a wide range of strategies and resources to engage and challenge pupils is outstanding. The very good relationships between pupils and all staff have a very positive effect on pupils' learning.
24. The school provides equal access to a range of good learning opportunities for all pupils, including those with SEN. The school is very successful in tackling social disadvantage, challenging stereotyping and in promoting equal opportunities for all.
25. The curriculum is broad, balanced and relevant and meets statutory requirements. It fully incorporates recent developments such as the Foundation Phase and the new curriculum orders, 2008. The school has made good progress in developing the use of key skills across the curriculum although there are shortcomings in the provision for bilingualism.
26. The quality of provision for the development of pupils' spiritual, moral, social and cultural development is good. This is enriched by the good links the school has formed with the community. Outstanding features in the learning experiences provided for pupils include the quality and variety of out-of-school learning, effective work-related education, and the promotion of sustainable development.
27. Overall, the school provides good quality care, support and guidance to ensure the well-being of its pupils. There are good systems to ensure that the pastoral and educational needs of the pupils are fully met. Pupils feel secure, valued and able to put forward their views freely.
28. There are good policies and procedures to ensure equal opportunity, racial equality and full inclusion for pupils with disabilities. Good procedures are in place to monitor attendance, health and safety, child protection and complaints and, as part of the *Welsh Healthy Network of Schools*, the school is successful in promoting a healthy lifestyle.
29. The provision for meeting the additional learning needs of pupils in mainstream classes and in the SNRB classes is outstanding and extremely well managed by the SENCo. Effective diagnosis and intervention, and very good use of outside agencies together with strong support and guidance from

teachers and teaching assistants ensures that pupils make good progress in achieving their goals and are fully included in the life and work of the school.

Leadership and management

30. The leadership and management of the school is outstanding. The head teacher has totally rejuvenated the school through an unremitting focus on raising standards. His dynamic leadership has generated high expectations, clear direction and a shared sense of purpose and optimism. In this, he has been ably supported by the deputy head teacher and the senior management team who display a clear understanding of where the school is now and what it needs to do to continue to improve.
31. Subject co-ordinators have clear responsibilities which they undertake with commitment and enthusiasm. The impact of their work with colleagues is reflected in the improved standards pupils are achieving. The school's comprehensive arrangements for the professional development of all staff has ensured that they have the knowledge and skills to set and meet increasingly challenging targets.
32. The quality of support given by the governing body is good. Governors ensure that all statutory requirements are met, through a range of suitably-constituted committees. They are very well informed and influential in determining the school's strategic direction and in ensuring that priorities are met. The governing body discharges its duties very effectively.
33. The implementation of school's self-evaluation process has been the bedrock for all subsequent change and improvement. The engagement of all stakeholders in the process of critical self-evaluation has been outstanding. Areas for development identified in the self-evaluation report translate into targets and priorities in the school development plan which are then effectively and efficiently acted upon to raise standards. Identified strategies for improvement have been well resourced and resulted in significant improvements in standards and provision. The quality of the school's self-evaluation and subsequent planning for improvement is outstanding.
34. The inspection team agreed with the grades given by the school in four of the seven key questions but identified outstanding features in the other three and so awarded the higher grade 1 in each instance. Issues identified by the school for further attention are similar to those identified by the inspection team.
35. The overall provision for staffing, accommodation and resources is good. There are sufficient, suitably-qualified, committed and experienced teachers to deliver every aspect of the curriculum. Well-qualified, committed and enthusiastic teaching assistants make a significant contribution to pupils' learning. The school is well resourced for all subjects and the accommodation is spacious and appropriate.

36. The head teacher and governing body carefully monitor the work of the school to ensure spending decisions match priorities. The school makes economic and effective use of available finances to improve the quality of teaching and so raise standards. Pupils make good progress, achieve well and are well prepared for the next stage of their education. Progress since the last inspection has been good. Overall the school provides good value for money.

Recommendations

37. In order to maintain and build on recent improvements, the school should:
- R1 Consolidate current good practice and implement improvements identified in its three-year development plan.
 - R2 Continue to monitor and improve boys' attainment in the core subjects.*
 - R3 Improve pupils' bilingual skills to ensure progression through the school.*
 - R4 Continue to monitor and improve attendance.*

*The school has identified this as an area for improvement in its current school development 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

38. The findings of the inspection team match the judgement made by the school in its self-evaluation report. However, the grade does not match that given for Key Question 5 because the new systems and strategies introduced to boost pupils' attainment and achievement have yet to be fully realised in standards.

39. Pupils standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	76%	3%	0%	0%

40. These figures exceed the percentages published in the latest Annual Report by HMCI for 2006/7 where standards are reported as being good or better (grade 1 and 2) in 80 per cent of lessons and outstanding (grade 1) in 10 per cent of lessons. They are higher than those reported during the previous inspection. There is good achievement and progress at all levels in the school.

Areas of learning for under-fives

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

41. 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.

Grades for standards in the subjects inspected

Subject	Key stage 1	Key stage 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 1
Physical education	Grade 2	Grade 1
Under-fives	Grade 2	

42. The majority of subject grades are similar to those given in the last inspection. However, in this inspection, a higher grade was awarded for physical education at key stage 2 and a lower grade for information technology at key stage 1.
43. Baseline assessment undertaken within the first term in the reception class indicates that the majority of children are of average ability, but a substantial minority have social, emotional and language difficulties. Boys perform significantly less well than girls. The records maintained by the school show that children in nursery and reception classes make good progress during their time in early years and achieve well.
44. The school now produces two sets of targets (realistic and challenging) for improvement in the core subjects. These are agreed annually with the LA. Whole school targets are firmly based on pupils' individual targets and on ongoing assessment. The majority of pupils achieve these. In previous years, the school has set realistic only.
45. Overall, children under five and pupils at key stages 1 and 2 reach good standards in their use of key skills across the curriculum. They achieve outstanding standards in the key skills of information technology and problem solving which they use to enhance their learning in other subjects. Key stage 2 pupils, for instance, use their information technology tools and information sources very easily and effectively in geography to present information and communicate ideas in their work on Cardiff Bay.
46. Children under-five and pupils in both key stages achieve good standards with no important shortcomings in their communication skills. They speak confidently and express their ideas well, understanding and using relevant vocabulary appropriately. They apply their reading skills well to independent research and write for a variety of purposes in other subjects. Children and pupils of all abilities have outstanding listening skills, which are very well developed in all areas of the curriculum. They listen very well to each other when working in groups.
47. Pupils' mathematical skills across all ages and abilities are good, enabling them to cope with the mathematical demands of everyday life. Their thinking skills are outstanding and they use them to good effect across all areas of school life. Pupils enjoy activities because they are taught to observe carefully, to think for themselves, and to investigate new learning in a methodical way.
48. Overall, children under five make good progress in their bilingual skills. Key stage 1 pupils listen very well and speak with good pronunciation and understanding of routine questioning and commands. Pupils in key stage 2 respond positively to opportunities to speak in Welsh and have a generally good idea of basic vocabulary. However, in both key stages, there are shortcomings in the progress pupils make in developing their knowledge of sentence patterns and vocabulary. Pupils in the SNRB make good progress

overall showing good understanding and confidently using a range of basic vocabulary.

49. All pupils achieve good standards in creative skills. Pupils make very good progress in composing music, for instance.
50. End of key stage 1 assessment results for 2008 are similar to local and national averages for mathematics and science but exceed them for English and the core subject indicator, which is the percentage of pupils attaining at least level 2 in all three core subjects. These results reverse the downward trend of the past three years in English and the core subject indicator and match previous results in mathematics and science. The percentage of pupils gaining the higher level 3 is below local and national averages in all three subjects.
51. When the school's results are compared to schools of a similar type, i.e. those placed in a similar free school meal band in Wales, the school is in the upper 50 per cent in all three core subjects and the core subject indicator. All school targets at key stage 1 were well exceeded.
52. At key stage 1, girls slightly outperform boys in gaining at least a level 2 in English and mathematics and match them in science. At level 3, they slightly outperform boys in mathematics. However, boys outperform the girls in science and especially in English. School targets were again well exceeded.
53. End of key stage 2 assessment results for 2008 show overall good improvement. Because the school hosts four local authority SNRB classes for pupils with special educational needs, the school produces two sets of results to enable more accurate analysis.
54. Using key stage 2 assessment results which include the SNRB pupils, the school is performing well below local and national averages in each of the core subjects and in the core subject indicator, the percentage of pupils attaining at least level 4 in all three subjects. The percentage of pupils gaining the higher level 5 is also below averages. Additionally, as with the preceding three years, when compared to similar schools in Wales, the school is in the lowest 25 per cent. However, in comparison to previous years, there is a considerable improvement in each subject and in the core subject indicator. School targets at key stage 2 were well exceeded.
55. When the data for the SNRB pupils is removed, the school is clearly performing well. Results are above local and national averages in all three subjects and the core subject indicator. The percentage of pupils gaining the higher level 5 matches local and national averages in English and mathematics and exceeds them in science. When compared to similar schools, results are in the top 25 per cent for each subject and the core subject indicator.
56. This dramatic improvement is in the 2008 results only. When the data for the SNRB is removed from the 2007 figures, the school was still in the lowest 25

per cent for English and the core subject indicator and lower 50 per cent for mathematics and science.

57. In looking at the relative performance of boys and girls in key stage 2, both sets of data (including and excluding the SNRBs) provide the same picture. The girls outperform the boys by a large margin in gaining at least a level 4 and in gaining the higher level 5, in all but mathematics at level 5 where the situation is reversed. This set of data is heavily skewed by the 2008 year 6 cohort of girls who were particularly able. Although girls have outperformed the boys consistently in previous years. Results for pupils looked after by the local authority match or are better than the average results for the school.
58. Pupils with additional learning needs achieve good standards and progress well in relation to their varying needs. Those based in the SNRB classes achieve standards commensurate with their abilities and perform well when they integrate for specific lessons in mainstream classes. They enjoy their lessons, understand their need for support and comment positively on their progress.
59. Pupils in mainstream classes with SEN or who display potential behavioural problems make good progress towards the appropriate targets set for them in individual educational programmes. Pupils of above average ability also make good progress as a result of consistently challenging work in lessons.
60. Lesson observation and scrutiny of current work, together with the improved end of key stage assessment results show that, regardless of their social, ethnic or linguistic background, the rate at which pupils progress in learning is now increasing. This reverses the downward trend of the previous three years. Sustained improvement and good results are evident in nearly all areas of pupils' understanding, knowledge and skills.
61. Pupils' have a good understanding of the work they are doing and review their own individual progress verbally during lessons. Positive, constructive marking ensures that they know what they need to do further in relation to their written work. Discussion with pupils reveals that they strongly feel they are learning well and making good progress. Pupils are given targets for improvement which many know. However, this is a fairly recent introduction and not yet consistent across the whole school or in individual subjects.
62. In relation to their varying abilities, pupils are achieving the increasingly challenging targets set for them and nearly all make good progress towards fulfilling their potential and moving on to the next stage in their learning. In lessons, for example pupils are punctual and begin work on set tasks immediately showing pride in what they are doing. This establishes good working practices for the future. They demonstrate many good skills necessary to maintain lifelong learning.
63. Pupils make good progress in developing their personal and social skills and in their moral and wider development. Throughout the school, pupils have very positive attitudes to work and show great enthusiasm for learning. They

make valuable verbal contributions to lessons and answer confidently in question and answer sessions. Pupils of all ages engage in open discussion readily and listen closely and consider carefully what others are saying. Their ability to work co-operatively in pairs or small groups is outstanding.

64. In all aspects of school life, pupils' behaviour is outstanding. They move sensibly around the school at all times. After break and lunch, pupils walk in to the buildings in a disciplined manner under the guidance of school prefects and staff. They are polite, well mannered and greet visitors in a sensible and courteous manner. In the classroom, pupils show respect to fellow pupils and to all staff. During the course of the inspection, no incidents of ill-discipline were observed. The high regard and respect pupils have for everyone in the school community ensures a highly productive learning environment.
65. Pupils undertake their responsibilities conscientiously as members of the school council, of the eco-committee; or as "buddies" on the playground and corridors ensuring that no one feels they have no-one to play with or that they are being bullied. Pupils understand what to do should there be any bullying and report it appropriately. Class discussions and 'circle time' show that pupils of all abilities understand the benefit of positive relationships and the need to develop empathy for one another. Pupils have a clear sense of right and wrong.
66. Pupils show a good awareness of equal opportunities issues and a clear respect for the diversity of life in a multi-cultural society. The school actively supports the development of racial awareness through a variety of activities including 'Black History' month and stories told during collective worship. They show positive attitudes to different cultural traditions, values and beliefs evident in the wider society. Older pupils are becoming good global citizens with a good understanding of sustainable development. They show a sense of belonging and growing understanding of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
67. Pupils' understanding of the world of work is outstanding and their understanding of the skills needed to support economic development is impressive. A notable feature of the school is the way in which pupils themselves take control of enterprise activities and translate their ideas into practical and profitable solutions.
68. Attendance rates for the past three terms average 92.1 per cent. This is one percentage point below national rates of attendance for pupils of primary school age but in line with schools that have a similar percentage of pupils entitled to receive free school meals.
69. The head teacher has introduced rigorous procedures to monitor and encourage good attendance and punctuality and there is clear evidence that these procedures are already having a positive impact. Punctuality has improved significantly and attendance rates for this term (autumn 2008) average 94 per cent. This is a significant improvement.

The quality of education and training

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

Grade 1: Good with outstanding features

70. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team considers that the teaching in the school has several outstanding features and so awarded the higher grade 1.

71. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	70%	2%	0%	0%

72. These percentages exceed the percentages published in the latest Annual Report by HMCI for 2006/7 where the quality of teaching is reported as being good or better (grade 1 and 2) in 80 per cent of lessons and outstanding (grade 1) in 14 per cent of lessons. These figures also exceed the percentages reported during the previous inspection.

73. Where the quality of teaching was judged to be grade 1, the outstanding features include:-

- very high expectations of achievement and behaviour based upon very positive working relationships with the pupils;
- the use of stimulating activities and strategies to engage pupils totally in the learning process;
- the use of probing questions to challenge pupils at all levels of ability;
- excellent planning and the use of a wide range of resources which are appropriate to pupils' age and ability and
- a very strong emphasis on the identification and development of the key skills used in the lesson.

74. In the majority of lessons where teaching is good, members of staff:-

- make learning objectives clear at the outset and consolidate them during in the lesson, and create regular opportunities for peer evaluation;
- build effectively on previously learning;
- incorporate pupils' own experiences and contributions effectively into the lessons;
- give clear instructions and explanations and provide positive feedback;
- deliver lessons at a brisk pace to meet deadlines;
- use a range of strategies and intervene appropriately to keep pupils focussed and on task; and
- use outside agencies and voluntary support to good effect.

75. In the extremely small percentage of lessons where shortcomings were identified, members of staff:-

- do not give sufficiently clear instructions to pupils; and

- pupils are not consistently and actively learning.
76. Teachers demonstrate very good subject knowledge and are extremely well informed about recent developments such as the new curriculum orders, 2008 and the Foundation Phase. This is an outstanding feature.
 77. In the early years' classes, teaching is consistently good, with all opportunities to develop children's independent learning skills fully exploited. All staff make significant contributions to children's learning. Planning successfully incorporates the philosophies of the Foundation Phase.
 78. Teachers and teaching assistants in key stages 1 and 2 know their pupils well. Teaching assistants are very effective and provide very good support and guidance to individual pupils and groups of pupils. They have a clear understanding of their role and collaborate well with teachers in assessment, planning and classroom practice.
 79. Throughout the school, relationships between adults and pupils are exceptional at every level. These aspects contribute most significantly to a positive atmosphere which promotes very effective learning and pupils' extremely positive attitudes to their work. This is an outstanding feature.
 80. Teachers promote equality of opportunity well and successfully communicate high expectations that all boys and girls will work together co-operatively. They ensure that pupils of all abilities and backgrounds are treated fairly and with respect. The full inclusion of pupils with disabilities exemplifies this outstanding feature.
 81. Planning for lessons is outstanding. Teachers plan very effectively both in the mainstream classes and in the SNRB classes to include and extend pupils across the full range of ability. Precise learning objectives for lessons are made clear to pupils and are effectively used to guide the progress of lessons. Sessions at the end of each lesson are used efficiently to find out how clearly pupils have grasped the learning objectives. Without exception, teachers make use of this information to ensure future lessons are relevant to the needs of all pupils.
 82. Particularly good account is taken to include key and basic skills in teaching and learning. However, although teachers make good use of incidental Welsh in registration, give simple commands in Welsh and provide good models of the language, insufficient attention is paid to consistently promoting progression in pupils' bilingual skills.
 83. The school has good arrangements to assess, report and record pupils' attainment, achievement and progress. It fully complies with all statutory requirements.
 84. In the Foundation Phase, children's progress is carefully monitored in the seven areas of learning and their learning needs sensitively addressed. Teachers and teaching assistants rigorously assess pupils' attainment at

several key times each year. This provides a very comprehensive profile for use throughout the early years and by teachers in Year 1 on transition.

85. Whole school assessment procedures are rigorous, systematic and efficient and based on a wide range of sources. Routine testing in the core subjects provides useful information about pupils' achievements and is used well to improve their work. The school analyses whole school assessment data and uses it to set realistic and challenging targets in the core subjects. Good systems are in place for measuring progress through a pupils' school career. Data from end of key stage assessment is rigorously analysed to identify trends and priorities for subsequent focus.
86. Recent whole school strategies to ensure that there are accurate and robust methods for reliably and consistently judging the level of pupils' work and making effective use of the outcomes are embedding well. Core subject co-ordinators work closely with local primary and secondary schools to moderate work and ensure standardisation. Systems for precisely assessing and measuring progress in the foundation subjects are developing well. All subject areas have well-developed subject portfolios to support these aspects.
87. The school has a detailed marking policy and day-to-day marking is consistent and constructive, indicating what needs to be done to improve. Pupils are effectively involved in evaluating and planning their own progress in their personal and academic development.
88. Teachers inform parents and carers about their children's progress at parents' evenings and through written annual reports. The end-of-year reports for pupils are comprehensive, clear and informative. Parents have an opportunity to discuss and comment on the written report. Parents and carers find the information they receive on their children's progress to be helpful.

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. The school caters effectively for the wide range of pupils' needs. It provides equal access for all pupils to a broad and balanced curriculum which fully meets the statutory requirements of the Welsh Assembly Government. It is very well planned to ensure full coverage of the National Curriculum and further enhanced and enriched by many purposeful practical outdoor experiences. The curriculum for pupils with additional needs in both mainstream and in the SNRBs is good and well managed. The school uses the expertise of outside agencies very well to access and supplement the curriculum for these pupils.

91. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Children enjoy a good range of learning opportunities and experiences that are well matched to their stage of development and learning needs and are notably enriched by the use of the outdoor learning environment.
92. The new head teacher and staff have worked very hard in the last year to provide full and relevant policies and schemes of work in line with the new curriculum orders. These schemes are well monitored and evaluated to ensure that the content meets the needs of the school.
93. The school has made good progress in developing the use of key skills across the curriculum in all subjects and this has been instrumental in raising standards in those subjects. However, insufficient provision is made for pupils, particularly in key stage 2, to make progress in developing their bilingual skills across the school. This is a shortcoming.
94. The quality of provision for out-of-school learning is outstanding. There is a wide range of activities available which are accessible to pupils of all abilities and make a very good contribution to the classroom curriculum. Residential visits make a very good contribution to their personal and social skills.
95. Good learning experiences successfully promote pupils' spiritual, moral, social and cultural development. Social development is fostered well. In all aspects of school life, there is a strong emphasis on pupils showing high levels of consideration for each other. Recently, the school has made good progress in developing its provision for personal and social education. In particular there are outstanding developments in the vocational, environmental and health elements of the scheme.
96. There are many opportunities for pupils to develop an appreciation of their own culture and that of others through frequent visits from members of the community and planned opportunities to experience other faiths and cultures in geography and religious education. The school is making good progress and fully meets requirements in developing the Welsh dimension in the curriculum, *Y Cwricwlwm Cymreig*. Many opportunities are provided in subjects to raise pupils' awareness of the culture of Wales. Collective worship fully meets statutory requirements and makes a good contribution to pupils' spiritual and moral development.
97. Recently much progress has been made in involving parents in the life and work of the school. A number of parents now help with reading and provide support on educational visits. They are welcomed into the school to discuss any concerns they have.
98. The partnership with the local community is good. Links with the receiving secondary schools are good; the links built with Abersychan comprehensive school for pupils from the SNRB are outstanding.

99. The school works effectively in partnership with initial teacher training institutions. It also regularly provides training for students from local colleges who are undertaking vocational qualifications.
100. The school's provision for work related education (WRE) and the promotion of pupils' entrepreneurial skills are outstanding and an integral part of the curriculum. The school has developed a wide range of excellent partnerships with local businesses and industry and provides a range of visits to commercial, retail and industrial sites and from personnel linked to different professions and occupations.
101. The school provides many opportunities for pupils to take part in well-planned enterprise activities and develop understanding of the skills needed to support economic development. The school enables pupils to take control of enterprise activities themselves and translate their ideas into practical and profitable solutions.
102. In addition, pupils have many opportunities to develop their problem-solving skills and to contribute to the decision-making process through their work on the school council, through their environmental work, through the 'buddy' system and in their fund-raising for local and national charities.
103. The whole school community is justly proud of receiving the prestigious Go4it (Go for it) award. This national award encourages and celebrates creativity, innovation and enterprise, and the school is one of only fourteen schools in the United Kingdom to receive the award.
104. The head teacher and staff are highly successful in tackling social disadvantage, in challenging stereotyping and in promoting equal opportunities for all pupils. High expectations of pupils with regard to behaviour and achievement, coupled with work to enhance pupils' confidence and self-esteem ensure that all pupils know they are valued equally and as individuals.
105. The provision for education for sustainable development and global citizenship are outstanding and fully embedded in the life and work of the school. The school's commitment to environmental and conservation issues is excellent and, as part of *eco-schools award scheme*, the school has received the *European Green Flag* in recognition of this commitment.
106. The school makes every effort to act in a sustainable way and pupils are involved in re-cycling, composting, water and energy conservation and in waste-minimisation schemes. Their understanding of environmental, conservation and global issues is outstanding, relative to their young age.
107. Pupils' learning experiences reflect national priorities for lifelong learning and community regeneration well and ensure they are well prepared to move on to the next stage of their education.

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

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team match the judgements made by the school in its self-evaluation report
109. The school plans and manages care arrangements and support services very effectively. Parents are welcomed into the school; the head teacher listens carefully to them and their views and opinions are valued and acted upon.
110. Pupils have many opportunities to put forward their ideas and opinions and do so confidently through the school council. The council is well established and works effectively; councillors undertake their duties conscientiously and feel they can make a real difference to their school. School councillors, together with the head boy, head girl and prefects are very good ambassadors for their school.
111. The school's induction procedures provide beneficial support for pupils entering the school, moving up classes and transferring to secondary school. The youngest children in the early years unit are settling in well and receive good pastoral support from staff. Arrangements for the transfer of pupils are good and ensure that year 6 pupils look forward to secondary school with increasing confidence.
112. The quality of personal support and guidance provided by the head teacher and staff is consistently good. Pupils work and play in a happy, supportive environment where they are secure and valued. They readily turn to adults for help and support and are listened to and treated with respect and understanding. In discussion, pupils state that they are happy in school, like their teachers and feel that they are treated fairly.
113. Pupils have access to a good relevant personal and social education programme in line with national recommendations. The school recognises the need to develop further a few aspects of the programme to ensure that provision is of the same high standard as that made for environmental and vocational understanding.
114. The behaviour, attendance, punctuality and performance of pupils are monitored carefully and staff deal swiftly with any issues giving cause for concern. The school's policies and procedures to promote good behaviour are very effective and teachers are skilled at implementing a range of effective strategies to secure positive behaviour and attitudes.
115. Highly effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The school's partnership with the Education Welfare Officer is very productive. Regular meetings contribute to the

successful monitoring of attendance and to the development of further strategies to improve attendance rates.

116. The attitude of a minority of parents in accepting responsibility for the regular and punctual attendance of their children is disappointing to the school. In a few cases, the welfare service prosecutes parents for failing to ensure their children attend school on a regular basis.
117. Class teachers monitor pupils' academic progress thoroughly, and pupils are taking a more active role in planning and understanding their own progress through the setting of both academic and personal development targets.
118. The school has a detailed policy and set of good procedures to promote health, safety and well being including risk assessment, which are monitored and implemented consistently by the head teacher, staff and the governing body. Arrangements for dealing with accidents, emergencies and medical needs are well established, and pupils are well supervised at all times.
119. As part of the *Welsh Network of Healthy Schools*, the school is successful in promoting a healthy diet and lifestyle. Fresh water and fruit is readily available, and pupils benefit from access to a wide range of physical and sporting activities.
120. The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The special educational needs co-ordinator (SENCo) has designated responsibility for child protection issues and there is a nominated governor for child protection issues. National child protection guidelines are followed, training is regularly updated, and all staff are made aware of the correct procedures to be followed.
121. The provision for learners with additional learning needs is outstanding. The school's SEN policy is comprehensive and fully complies with the SEN Code of Practice and the framework for inclusive education. The school very effectively identifies pupils' individual needs and monitors progress in meeting these needs both in mainstream classes and in the four SNRB classes. The school SEN Co-ordinator [SENCo] manages both these responsibilities efficiently, effectively and with total commitment.
122. In the mainstream setting, intervention is very effective. Pupils needs are accurately diagnosed at an early stage and there are clear procedures for identification including regular screening, careful tracking, and more formal termly assessments and standardised tests as appropriate. The assessment and record keeping system for identifying and recording pupils' progress is methodical and conducted jointly by the SENCo and class teachers.
123. 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. Around a third of mainstream pupils have been identified as having some degree of SEN. All have relevant individual educational programmes written by the class teacher with the support of the SENCo.

Parents and carers are appropriately involved in the production of these and, where appropriate, pupils themselves are involved in setting learning targets and making self assessments. Individual education plans are of very good quality and clearly set out agreed and regularly- reviewed learning targets.

124. Pupils with additional learning needs are extremely well supported within the mainstream classes. This is an outstanding feature. For example, pupils who have under-developed skills in literacy and numeracy benefit not only from carefully considered organisation of lessons to cater for all abilities but also from targeted intervention. Where pupils are withdrawn from classes, their lessons mirror those provided in the mainstream setting. The expertise of the teaching assistants in this area is a real strength of the school. More able pupils are identified and given an appropriate level of challenge in their learning.
125. Provision for pupils in the SNRB classes is very good and ensures that there are a good range of learning opportunities for pupils' ages and needs. A distinctive feature is the high quality teamwork that combines skills of teaching and support for learning to very good effect. This provision is particularly rigorous, well-resourced, well-focussed and has a positive effect on pupils self esteem. Very good opportunities are taken to include pupils with learning and/or physical disabilities in all aspects of school life. The school is an inclusive community where all pupils whatever their difficulty are welcomed. This is an outstanding feature.
126. In the SNRB classes, the annual review objectives for pupils are linked well to educational targets, individual educational programmes and assessments. The programmes are clearly set and are available to all. Teachers and teaching assistants regularly discuss pupil's progress, and work together effectively to support pupils in their learning. Teaching assistants are deployed effectively and flexibly to support all pupils both in the SNRB and when included in mainstream lessons. Pupils are included in mainstream lessons when possible for a number of lessons including P.E. They also participate in, and are fully included in, after-school activities. Under the effective guidance of the SENCo, the SNRB classes promote a positive learning and nurturing environment where all pupils make good progress towards recognised and relevant goals.
127. The school makes very good use of outside agencies including educational psychologists, speech and language therapists, occupational therapists and physiotherapists together with valuable input from social services and the health authority. The specialist input is incorporated into individual programmes and has a very positive impact on pupils' skills.
128. The school provides outstanding support for learners whose behaviour might impede their progress or that of others. In the past, the school has rigorously followed assertive discipline programmes. However, now, the school's extremely positive ethos and very good staff-pupil relationships ensure that behaviour is generally exemplary. A low-profile system of rewards and sanctions underpins an atmosphere of understanding, negotiation and

discussion about inappropriate behaviour. However, individual plans are in place for pupils whose behaviour causes concern or who are at risk of exclusion. Of particular note are the anger management strategies used by the deputy head teacher in defusing some difficult situations and preventing others.

129. The provision for equal opportunities in the school is good with no important shortcomings. The school takes good account of pupils' social and ethnic backgrounds so that all pupils are very well supported and guided. All pupils have equal access to all aspects of the school's life and the high number of pupils with SEN are very well included in the life and work of the school.
130. The school clearly recognises and respects diversity and has an action plan to ensure its delivery. The diversity of other faiths, cultures and values is promoted well throughout the curriculum, and events such as the 'Black History' month have very successfully enhanced pupils' interest and understanding. It has effective action plans, monitors issues and takes action to resolve problems.
131. The school has a clear disability action plan and has done much to ensure ease of access on the school site (within the constraints imposed by the buildings). Measures taken recently ensure that wheelchair users very successfully access school activities. The school has consulted widely with disabled people in drawing up its action plan. The school and governors are knowledgeable about the action plan and have begun to gather information about the effect of their policies on disabled pupils, parents and visitors to the school.
132. The school has very effective procedures for dealing with any type of oppressive behaviour. Arrangements to eliminate bullying and any form of harassment are good and pupils express confidence in the school's systems. The school council and playground arrangements play an important part in supporting the excellent behaviour and well being of pupils.

Leadership and management

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

Grade 1: Good with outstanding features

133. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. In awarding the higher grade 1, the team identified several very strong features in the school's leadership and management. In particular, the relentless drive to raise standards through improved teaching and planning and the successful implementation of highly effective organisational systems were found to be outstanding. However these initiatives, although very effective, have not yet made sufficient impact on standards to raise Key Question 1 to a grade 1.
134. The main catalyst for change has been the dynamic leadership of the head teacher. His personal commitment to the school and total focus on improvement in learning, behaviour and relationships underpins every aspect of school life. He gives very clear, well-considered direction to the life and work of the school. The head teacher has successfully generated a shared sense of purpose, motivation and optimism amongst all staff. His contribution to the school's renewed energy to challenge pupils to achieve their very best is outstanding.
135. The deputy head teacher and senior management team are fully involved in the development and achievement of the school's values, aims and objectives. They are knowledgeable, effective and supportive. They make a valuable and informed contribution to the school's systematic and detailed systems of self-review and strategic planning and ensure that policy is very effectively turned into practice.
136. The school's broad aims are well suited to the age and abilities of the pupils and to the school's setting. They form the basis of the school's policies and are well reflected in its life and work. The school successfully promotes equality of opportunity and monitors this closely.
137. Subject co-ordinators have clear responsibilities which they undertake with commitment and enthusiasm. They work very closely with colleagues and provide very effective leadership, direction and support. The impact of their work is reflected in the improvements in standards identified since the previous inspection. The SENCo provides dedicated and outstanding support to her colleagues throughout the school in supporting the academic and personal needs of pupils on the SEN register.
138. Excellent progress has been made in achieving the school's increasingly-challenging targets and goals. The school development plan comprehensively identifies specific priorities for improvement across all aspects of school life. In particular, the school sets rigorous and relevant short, medium and long-term targets for individual pupils and for cohorts of pupils. Subsequent

monitoring and analysis of results effectively informs future target setting. This is an outstanding feature.

139. The performance management process is well-established and through this teachers develop their own knowledge and skills and improve their effectiveness in meeting the school's developmental needs. A similar appraisal process for teaching assistants is currently being developed.
140. All staff are involved in extensive on-going training, and are very well supported by the management of the school. Good professional development has been a key factor in raising standards; for example, through more effective analysis of assessment data and in the monitoring of teaching and learning. Newly-qualified teachers receive thorough and effective support. The improvement in performance of individual staff and of teams within the school is an outstanding feature.
141. The school takes good account of local and national priorities. Recently introduced initiatives have helped pupils to achieve higher standards. There are strong and mutually beneficial links with local playgroups, primary school and secondary schools.
142. The governing body makes a good contribution to the success of the school and through its regular meetings fulfils all regulatory and legal requirements. Governors are supplied with comprehensive information and data about the life and work of the school through the head teacher's reports, and are in a clear position to measure the school's performance against other schools both locally and nationally.
143. With this information, they help to set the school's strategic direction well and are becoming more involved in the monitoring of the quality of provision. The governing body's support for new initiatives, its drive to move the school forward and its focus on raising standards has enabled the school to make rapid progress. The governors are very supportive of the head teacher and share his long-term vision and optimism for the school's future.

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

Grade 1: Good with outstanding features

144. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report. The team considers that there are outstanding features in the school's self-evaluation systems and so have awarded the higher grade 1.
145. The head teacher, governors and senior management team have a very good overview of the school and its work and are totally committed to improving standards. The positive culture of critical self-evaluation established amongst

governors, staff and pupils is the bedrock for subsequent developments and improvements.

146. All stakeholders including governors, pupils, parents and the full complement of staff are consulted regularly and formally through a variety of methods, including questionnaires to assess the school's performance across all aspects of school life. Issues arising from the questionnaires, no matter how sensitive or difficult, have been incorporated into the overall picture of where the school is now and what it needs to do to raise standards. The collection, analysis and use of this information is an outstanding feature.
147. Subject co-ordinators evaluate provision in their subjects in great detail identifying strengths and shortcomings and areas for development. They have a very good overview of planning, resources and teaching in their particular areas of responsibility. They have a very good understanding of standards through regular monitoring of pupils' work, planning and informal lesson monitoring. They produce good quality reviews and action plans that focus on key strategies to raise standards further.
148. The school's performance management systems for teachers and appraisal processes for teaching assistants together with regular lesson monitoring by the head teacher and the LA further inform self-evaluation.
149. In addition to receiving regular questionnaires, parents say they can make suggestions informally with staff and that these are considered and acted upon appropriately. Pupil representatives on the school council are given the opportunity to discuss relevant issues and to make suggestions for improvements which are given serious consideration and have resulted in school improvements.
150. The self-evaluation report itself is a detailed, accurate and concise reflection of the school's strengths, provides a secure evidence base, and indicates clearly areas for development. It matches the grades given by the inspection team in four out of the seven key questions. In the three key questions where there was a difference in grading, the team identified outstanding features and so awarded the higher grade 1 in each instance. Issues identified by the school as requiring further attention are similar to those identified by the inspection team. Identified areas for development feed directly into the school development plan.
151. The effectiveness of planning for improvement is an outstanding feature. Priorities for development in the school development plan are agreed following very careful analysis of available information by the head teacher, senior management team and the governing body.
152. The school development plan has an unequivocally clear focus on raising standards. Its purposeful targets, strategies for achieving those targets, timescales, funding requirements, identification of individual responsibilities and criteria by which success is measured are all clearly identified. At the

time of the inspection, the school had done much to achieve its own rigorous objectives.

153. Overall, good progress has been made since the previous inspection and all the key issues identified there have been addressed. Improvements made since the LA's monitoring in 2007 and the current head teacher's appointment have been dramatic.

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

Grade 2: Good features and no important shortcomings

154. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
155. The school is appropriately staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Several new teachers have recently been appointed and, as a result of the comprehensive and supportive induction process, they have fitted seamlessly into the life and work of the school. Staff are effectively managed and deployed to enhance teaching and learning. Following the introduction of the Foundation Phase, the school has met the required staffing ratios in order to embed the process as quickly as possible.
156. Staff are well trained and take part in relevant and appropriate professional development. Teachers undertake relevant in-service courses to improve their knowledge and understanding of the curriculum. Training is appropriately linked to areas of school development and performance management. Teaching assistants have benefited from a range of appropriate accredited courses and make an effective and valued contribution. Teachers and teaching assistants work together very effectively as a team to provide good quality education for pupils of all abilities. The school has a very strong team spirit.
157. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The management of this has had a positive effect on raising standards in subjects, particularly in information technology. The school has responded fully to the requirements of workforce remodelling and for reducing teachers' workload.
158. The school administrator carries out the daily routines effectively and efficiently. The canteen staff, midday supervisors and cleaners all make significant contributions to the efficiency of the school and the sense of community. The caretaker carries out his duties in an exemplary way. His pride in the school is very evident.
159. The school is well-resourced for all subjects. Effective and economic use is made of all new resources purchased. Information and communication

technology has been a recent priority. There is a well-equipped and well-used computer suite, together with personal computers and interactive whiteboards in every classroom.

160. Learning resources are of good quality and readily accessible to staff and pupils. Recent acquisitions are in line with school priorities and suited to the age, ability and educational needs of pupils. These investments have had a positive impact on pupils' learning and successfully raised standards across the subjects generally. This is an outstanding feature of the school.
161. The school buildings are well maintained and effective use is made of all available facilities and space. The school works hard to overcome the difficulties presented by a split-site location and ensures that good teaching practices are fully shared and that a whole school ethos is developed by having twice-weekly, whole-school assemblies. Classrooms are bright and well maintained with displays in classrooms and corridors used effectively as teaching resources. The four classrooms making up the SNRB are well equipped for purpose. The school has carried out some developments regarding the outdoor area in preparation for the Foundation Phase and has had further major work approved. The school makes good use of the locality for field and other study trips and uses external human resources to good effect.
162. Through the ongoing regular cycle of planning, action and evaluation, the head teacher, senior managers and governors regularly monitor the work of the school to ensure that major spending decisions are matched to the school's priorities. The school works closely with the LA in this. Additionally, subject co-ordinators are responsible for their own budgets and regularly review resources for their own subject areas. The school makes economic, efficient and effective use of available finances to improve the quality of teaching and resources and so raise standards.
163. Strong leadership and very good teaching now ensure that pupils attain good standards of achievement, make good progress and are well prepared for the next stage of their education. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

164. The Foundation Phase has been fully implemented in the Nursery class. Although not statutory, the school has made good progress and implemented the principles of the Foundation Phase in the Reception Class.
165. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.

Personal and social development, well-being and cultural diversity

Grade 2: Good features and no important shortcomings

Good features

166. Nearly all children make good progress in their personal and social development, well-being and cultural diversity. The vast majority leave their parents and carers happily and very quickly engage in their activities, where they show a good degree of involvement.
167. The majority of children develop good relationships with all practitioners and display a good degree of maturity in their dealings with others.
168. The youngest children behave well and concentrate for suitable periods of time, taking turns and sharing resources well. Most display increasing independence and confidence when choosing their activities and are eager to find out about and explore new experiences. They listen attentively during registration and answer the appropriate questions. The majority participate well in small-group discussions.
169. Children are beginning to develop a good knowledge and understanding of their own and other cultures. They learn about the story of Rama and Sita, make patterns for Diwali and create Rangoli designs. They engage fully in 'Black History' Day. They beginning to understand the seasons and celebrate Chinese New Year by listening to traditional stories, tasting Chinese foods and enthusiastically making lanterns and flags.
170. The older children build on the skills already established and sustain their concentration for longer periods of time. Boys and girls co-operate and play well together. They usually wait their turn patiently, listen well to others and do not interrupt. The majority dress and undress independently for physical activities and listen well to instructions. Children's understanding of hygiene develops well and they realise the importance of washing their hands before meals.
171. Through various celebrations, such as Harvest Festival, Christmas and St David's Day and topics involving other places, the vast majority of children

begin to develop a good knowledge and understanding of their own and other cultures in the world around them.

Shortcomings

172. There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

173. All children make good progress in developing their language, literacy and communication skills. By the end of the Foundation Phase, standards of achievement are good.

174. The youngest children engage well in discussion with practitioners and each other when choosing and taking part in various activities. In role-play and more formal settings, most adapt their language well. Nearly all children produce effective pieces of writing throughout the day. The majority write their own names with reasonable accuracy; most either trace or underwrite their own names, with a few making successful attempts at independent writing. Children display an enthusiastic interest in books and enjoy their content; they love stories and poems and are very keen to join in familiar ones.

175. Older children talk confidently, in both formal and informal situations. In physical education, they comment sensibly on their partner's movements. Most develop a good knowledge of phonics and the majority know the sounds of initial letters well. All children enjoy sharing books and readily express opinions. They listen carefully to stories and participate well in language songs and games.

Shortcomings

176. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

177. Throughout the Foundation Phase, children make good progress when using mathematics in their day-to-day activities and use correct mathematical terms. They develop their number skills well and are confident solving problems.

178. Younger children develop a good understanding of number. They recall a good range of number songs, rhymes and actions. They count using their fingers accurately. Most select pictures and objects appropriately and repeat actions confidently. The vast majority reinforce their number skills in their daily activities through counting and matching patterns and shapes.

179. They talk effectively with practitioners and confidently use appropriate apparatus. They confidently sort objects, giving sensible reasons for doing this. Most use a wide range of materials well and they enjoy playing various games to reinforce their understanding of number and mathematical vocabulary.
180. Older children understand and record numbers to 20, using practical activities well. They begin to add and subtract numbers of objects accurately using various apparatus and they record their answers successfully. They gain confidence with the vocabulary of subtraction; for example, using 'take away' and 'one less' in context. Children construct and interpret simple graphs relating to familiar themes such as hair colour and eye colour. The more able children accurately tell the time.

Shortcomings

181. There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

182. Nearly all Foundation Phase children make good progress with their Welsh language skills.
183. The youngest children progress well in their knowledge and understanding of the Welsh language. They listen to and engage in songs and finger rhymes, such as 'Bore Da' and 'Hwyl fawr, ffrindiau' enthusiastically. They respond well to daily greetings in Welsh and display cheerful responses to praise. Most begin to know and use the primary colours in Welsh.
184. The older children build well on this knowledge and extend their repertoire of songs and rhymes. They use Welsh with increasing confidence. They listen to and use the language throughout the day; for example when discussing the weather. They have a good knowledge of the colours of the rainbow in Welsh. Their reading skills develop steadily when they read words or labels around the classroom.

Shortcomings

185. There are no important shortcomings

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

186. Nearly all children make excellent progress in their knowledge and understanding of the world and show enthusiasm and curiosity about the world around them. They notice the differences between features of the local environment. They confidently identify the buildings within the school grounds

and successfully use pencils to draw a line from a selection of pictures taking them back to the Nursery.

187. Children develop a very good understanding of the essential features of successful growth in plants and animals. They visit the school allotment, plant vegetables and bulbs and gather their crops ready for harvest time. They enthusiastically take part in a visit to Cefn Mably farm.
188. In snack time discussions and during 'Healthy Eating Week,' children develop a very good understanding of healthy and unhealthy foods.
189. The younger children develop their information and technology skills extremely well. They know and understand that devices can be given instructions. They use simple mapping software extremely confidently. They discuss very sensibly, in pairs and groups, the alternative choices available. With support, they use a digital camera to take pictures of the buildings and grounds in the area immediately outside the Nursery.
190. Older children make very good progress in observing the differences between different animals and different plants in order to group them. They know the names and uses of the main external parts of the body. They effectively learn about the senses that humans and other animals have and use to enable them to be aware of the world around them.
191. The oldest children switch on computers to access programmes, navigate with a mouse and confidently use a wide range of programmes for different purposes. Most have a very good knowledge of key vocabulary and also have a good understanding of ICT vocabulary. They confidently use the interactive whiteboard and make birthday cards using a graphics package. They type their message and confidently change the font and colour.
192. They understand that e-mails are to send information from one person to another. They successfully send an e-mail to children in another class.

Good features

193. Younger children participate successfully in a wide range of practical activities. They make Welsh cakes from basic ingredients and select appropriate adjectives to describe the texture of jelly. They successfully test different materials as ear protectors.
194. Older children begin to develop an understanding of places further afield. They have a growing awareness of important events and characters from the past and most use appropriate language when discussing the change in the seasons.
195. Reception children understand and explain clearly the purpose of a map. They competently use directional language when describing the route from the playground to the classroom and when giving directions to a small programmable toy. They confidently use and make simple maps and plans and assemble and disassemble construction toys.

Shortcomings

196. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

197. Throughout the Foundation Phase children make good progress in developing their physical skills.

198. All the younger children enjoy exploring their indoor and outdoor learning environments. They develop a good awareness of the need to be healthy and they control their body movements well, moving with good control and co-ordination appropriate to their age. They develop their gross motor skills throughout the year in the covered veranda. They use a wide range of small and large apparatus confidently, showing a good awareness of space. They confidently run, hop and jump on and off outdoor apparatus. All children enjoy using large-wheeled toys and display concern for other children when using them.

199. All older children progress with their skills and create good movements in dance and gymnastics activities. They listen to instructions carefully, know that exercise is good for them and understand that their heart beats quicker during exercise. Most children begin to put movements together to create a simple sequence. The majority of children use paint brushes and scissors with good control and they demonstrate sufficient control when using pencils and crayons to include detail in their work; for example, in their pictures of fireworks.

Shortcomings

200. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

201. Nearly all children in the Foundation Phase develop their creative skills well and make good progress.

202. The youngest children play expressively and creatively when taking part in role-play and acting out in the home corner or in their role as a policeman or lady. Children's cutting, moulding and sticking skills develop effectively and they safely use a wide range of media and tools. When creating their collage of the local environment, nearly all children successfully draw shapes and mix colours showing good independence. They respond well to music and movement, sing a good range of simple songs from memory and clap simple repeated rhythms. Most explore quiet and loud sounds and learn to keep a steady beat.

203. Older children continue to develop their skills well and progress with their art work, mixing colours successfully and using a wider range of materials and equipment. They use drawing programmes confidently when creating coloured pictures of fireworks on the computer. Most children use their imagination well in role-play and they confidently sing a wide range of songs in both English and Welsh, with clear diction and appropriate actions. They order instruments from the quietest to the loudest and use a wide range of instruments effectively. They listen attentively to music by Welsh composers, singers and bands.

Shortcomings

204. There are no important shortcomings.

Mathematics

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

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

Good features

205. In key stage 1, most younger pupils are beginning to use mathematics as an integral part of their classroom activities. They represent their work using pictures and objects and appropriately discuss simple patterns and relationships based on their own experiences. They count, order, add and subtract numbers when solving problems involving up to 10 objects and read and write the numbers accurately.
206. Most pupils use everyday language appropriately to describe properties and positions when working with 2-dimensional and 3-dimensional shapes. They measure, order and sort objects accurately and classify them correctly according to chosen criteria.
207. Almost all older pupils in key stage 1 discuss their work using simple mathematical language and represent it using symbols and simple diagrams. They use mental recall of addition and subtraction facts to 10 and are beginning to understand place value of digits and use this to order numbers up to 100.
208. Most pupils identify simple fractions and sequences of numbers accurately. They use appropriate mathematical language to describe 2-dimensional and 3-dimensional shapes. Many use everyday non-standard and standard units to measure length and mass. More able pupils record results in simple tables, block graphs and diagrams to communicate their findings clearly.
209. In key stage 2, the majority of younger pupils show good organisation of their work, checking results and trying different approaches. They explain their work clearly and show a developing knowledge of mathematical symbols and diagrams. Most pupils use place value in numbers up to 1000 to make approximations and are beginning to use decimal notation effectively to record money. More able pupils develop further mental strategies for adding and

subtracting numbers with at least two digits and use mental recall of multiplication tables to solve whole number problems involving multiplication and division accurately.

210. Almost all use standard units of length, capacity, mass and time appropriately. They classify shapes in various ways and show good interpretation of information presented in simple tables and lists, and they construct and interpret bar charts and pictograms accurately.
211. Many older key stage 2 pupils develop effective strategies for solving problems, and present information and results systematically. Pupils use their understanding of place value to multiply and divide accurately whole numbers by 10 and 100. They add and subtract decimals to two places and use simple fractions and percentages correctly. Most pupils correctly choose and use suitable units and instruments in measuring. They show a good understanding and use of symmetry and co-ordinates.
212. Most older pupils draw and interpret frequency diagrams and construct and interpret simple line graphs effectively. They understand and use simple vocabulary associated with probability. More able pupils identify and obtain information effectively to solve problems, and check whether the results are sensible in the context of the problem.
213. Pupils in the SNRB bases achieve good standards, relative to their age and ability, in their mathematical knowledge, skills and understanding.

Shortcomings

214. There are no important shortcomings.

Information technology

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

215. Year 4 and Year 5 pupils successfully create a multimedia PowerPoint presentation. They use a variety of tools very creatively in their presentation to produce text, graphics and animation which precisely matches the needs of the audience. They show an excellent understanding of the basic functions of hardware and software.
216. Pupils very effectively enhance their knowledge and skills applying information technology to a variety of worthwhile contexts and increasingly challenging situations. For example, they regularly take part in video conferencing links with China, USA, National Library of Wales and a cluster school.

Good features

217. In key stage 1, many younger pupils competently use the mouse to select or deselect tools and icons in programs. They successfully use an art package

to create pictures and patterns to enhance their work and are begin to combine text and symbols effectively to communicate their ideas. They use a simple music package to compose an imaginative piece of music about the sea. They successfully take photographs using a digital camera. More able pupils are very competent in its use.

218. Older key stage 1 pupils have competent mouse and keyboard skills. They use a word processing package with increasing confidence to write poems. They use the 'symmetry' facility to create patterns and designs. Pupils competently use the internet to enhance their topic work. They successfully use a programmable toy to reinforce their work on direction and angles.
219. In key stage 2, most younger pupils competently use a word-processing program to create a poster as part of mini-enterprise week. They independently load a previously prepared file and highlight and format the text, selecting appropriate fonts, insert images and review their work. Pupils save and print their poster.
220. Pupils confidently open a document from their work in geography. Nearly all carefully take into account the needs of the audience. They add text and insert an image which they edit appropriately to meet their requirements. They confidently change font, size and colour and have a good understanding of loading and saving their work.
221. Year 3 pupils in the SNRB class confidently use the internet to research and gather information, for example, in their work on the RNLI and Grace Darling.
222. Many pupils have a good understanding of how to collect, enter and save data into an existing database and answer simple questions. More able pupils add data to the database, checking for and correcting mistakes when found. They think very carefully about the questions they ask and produce the answers effectively.
223. Year 5 pupils in the SNRB class successfully make a multimedia presentation of their trip to Cardiff Bay. They choose a background colour, insert text and change the font and style. They successfully insert a picture or photograph. More able pupils independently manipulate the photograph. They use a graphics package successfully to create an image in the style of Andy Warhol.
224. By the end of the key stage, many pupils use a range of resources and equipment independently and collaboratively. They use the internet to find out how far the planets are from the sun. They represent gathered information in the form of a spreadsheet and graph. They broadly plan their tasks and combine a variety of information and media with a sense of purpose and audience when creating and developing their ideas.

Shortcomings

225. 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

226. Pupils, across both key stages, use the local community and environment effectively to develop a wide range of geographical skills.
227. Most pupils in key stage 1 successfully make simple maps of their class and label identified areas accurately. Older pupils extend these skills to mapping a geographical trail around the school, identify key areas and label them correctly. They have a good understanding how to use a letter/number grid accurately to locate features of a map and place symbols on a grid using references.
228. Many younger key stage 2 pupils look at maps of the school and the local area and use them correctly to locate information and identify areas using basic symbols and keys. They are confident in their use of the points of the compass and explain clearly the difference between a plan and a map. When they visit Cwmbran, they correctly identify the variety of stalls and the commodities sold there. Following visits to the local supermarket, they give a clear and thorough explanation of how it operates.
229. Most older pupils recognise and explain the differences between Cwmbran and Cardiff. They show good geographical skill in mapping a route to Cardiff Bay and creating an itinerary of activities for a week from researched information. In key stage 2, pupils effectively compare information about Lesotho and Cardiff. They show good understanding of the differences between a variety of geographical features such as population, size of the country, and the highest mountain. They record their work accurately by a variety of means. They confidently use graphs to gather and present information.
230. Younger pupils in the SNRB know what the impact of the lack of clean water has on the individual. They experience and appreciate how difficult it is to carry buckets of water over a long distance. They show good understanding of the differences between the lives of children in Wales and that of children in certain areas in Lesotho.
231. Older pupils in the SNRB confidently use hyperlinks to navigate around a Cardiff Bay website to identify set criteria such restaurants, shops and hotels.

Shortcomings

232. There are no important shortcomings.

Music

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

233. Music plays a very important part in the life and work of the school and the standard of singing throughout the school is outstanding. Pupils perform very successfully as part of a group, singing with very good musical expression. Pupils of all abilities perform with poise and with very good attention to breathing and posture.
234. In key stage 2, standards of composing are often exceptional with pupils effectively producing work that is harmonious and appealing. Pupils of all abilities sustain their part very well when playing in a group. They understand note value and perform their compositions on tuned and untuned percussion instruments very proficiently. They confidently include voice as part of their arrangements on the *Fire of London*.

Good features

235. The majority of pupils in key stage 1 listen carefully to music, using their listening skills well to differentiate between sounds. They demonstrate a good sense of rhythm and keep a steady beat and clap slowly or rapidly to demonstrate long notes and short notes. Younger pupils make good progress in using the correct vocabulary and show good understanding of musical vocabulary such as pulse and beat.
236. Pupils of all abilities demonstrate high levels of interest in music. Most pupils in across key stage 2 show very good ability to listen, evaluate and refine their own performance and that of others. Younger key stage 2 pupils collaborate very well when planning performances of their compositions about *Dinosaurs*.
237. Pupils in the SNRB have a good understanding of musical vocabulary. They use percussion instruments and the electronic keyboard well to develop a composition in the style of the *Carnival of the Animals*.

Shortcomings

238. Although there are no important shortcomings, at times, in both key stages, pupils' knowledge and repertoire of Welsh music is underdeveloped.

Physical education

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

239. The school is one of only seven schools to have been awarded the Active Marc Cymru from the Sports Council Wales. Pictorial evidence and discussions with pupils indicate they have reached high standards in a range

of activities including gymnastics, athletics, dance, outdoor competitive games, swimming, outdoor pursuits and modern practice such as aerobics, boxercise, Tai Chi and SAQ [speed, agility and quickness].

240. Younger key stage 2 pupils show very good understanding and execution of the basic punch, kick and blocking moves of boxercise. They display very good posture and control when linking the movements into original martial art/dance sequences. A few pupils demonstrate exceptional technique when helping to instruct.

Good features

241. Nearly all pupils, in both key stages, have a secure and developing understanding of the benefits of regular exercise and clearly explain the short term effects of exercise on their bodies. They have a good knowledge and appreciation of the key principles of health-related exercise including safe warm-up and cool-down routines. Pupils have a good understanding and awareness of the health and safety aspects of physical education.
242. Many provide accurate evaluations of their own and others' skills and use this to improve the efficiency, quality and variety of their own activity. They recognise the progress they are making and identify targets for improvement.
243. In key stage 1, most pupils create and link movements well in gymnastics. They show good control when moving through a sequence which has a clear beginning, middle and end. The more able move easily and lightly and display originality and invention when balancing on different parts of their bodies to create shapes. They transfer the skills gained in gymnastics to produce good dance sequences incorporating jumps, turns, movements and gestures with increasing refinement.
244. When developing their skills in rounders, year 2 pupils show a good understanding of the rules of the game. The more able explain clearly the roles of the batter, bowler and fielders. Most pupils show good awareness of others and show good skills in bowling, striking, throwing and catching the ball.
245. In key stage 2, younger pupils make good progress in developing their throwing and catching skills. They use a variety of methods to pass the ball accurately and consistently to others and show a good understanding of the terminology used.
246. Most pupils show a good understanding of rules, skills and strategies in hockey. They demonstrate good skills in tackling, marking, dodging and dribbling and identify clearly which are used when attacking or defending. More able pupils perform skills such as 'right hand dodge' and 'indian dribble' very competently. They show an increasing understanding of the need to switch between attacking and defending during the course of a game.
247. When swimming, pupils demonstrate confidence in the water and understand how to rest, float and adopt support positions. They use various means of

propulsion to improve their front and back swimming strokes. Although, the swimming skills of the majority of pupils were low at the start of the year, they have shown good progress towards swimming competently and safely at a level appropriate to their age.

248. Many older pupils use a wide range of movements in their dances and perform expressively and sensitively. They perform sequences with fluency and control interpreting a mediaeval musical accompaniment with flair and imagination. Working in groups, pupils create, structure and refine movements and patterns with originality, inventiveness and artistic understanding.
249. Pupils with SEN are fully included, participate completely and make a valuable and valued contribution to all lessons.

Shortcomings

250. There are no important shortcomings.

School's response to the inspection

The Staff and Governors of Pontnewydd Primary school are delighted with the inspection report and the fact that it recognises that Pontnewydd is a good school in which there have been significant improvements in almost every aspect of school life.

We are pleased that the Inspection Team awarded the staff a grade 1 for their teaching and acknowledge that this is based on high expectations of achievement and behaviour and the formation of very positive working relationships with the pupils. In particular we are very proud the way ESTYN has highlighted the way that staff challenge and engage pupils is outstanding.

We are grateful that ESTYN has chosen to compliment the contribution that all members of staff from the administrative staff, the canteen staff, the cleaning staff, the teaching and support staff and the caretaker, make to the success of the school.

Of particular pleasure and importance, is the recognition afforded to the pupils' very positive attitudes to work and the way they show great enthusiasm for learning.

We are very proud of the fact that the team identified that pupils' behaviour in the school is outstanding and the way the pupils high regard and respect for everybody in the school community ensures a highly productive learning environment.

We are very pleased with the deserved recognition the hard working Governing Body is given for their support of new initiatives, its drive to move the school forward and its focus on raising standards, which has enabled the school to make such rapid progress.

The Head teacher, staff and Governors greatly appreciate the very professional and courteous way in which the Inspection Team carried out such a detailed and thorough audit of the school. Their opinions are valued and the recommendations will be acted in the school's Post Inspection Action Plan.



Appendix 1

Basic information about the school

Name of school	Pontnewydd Primary
School type	Primary including Foundation Phase
Age-range of pupils	3 to 11
Address of school	Bryn Celyn Road, Pontnewydd, Cwmbran Torfaen
Postcode	NP44 1JW
Telephone number	01633 483307

Head teacher	Mr. Elwyn Kerry Waters
Date of appointment	January 2008
Chair of governors/ Appropriate authority	Mr. Ken Jones
Registered inspector	Dr. Jim Hewitt
Dates of inspection	24 – 27 November 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30.5	47	49	34	49	52	45	57	363.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	20	0	20

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.7 : 1
Pupil: adult (fte) ratio in nursery classes	7.6 : 1
Pupil: adult (fte) ratio in special classes	3.5 : 1
Average class size, excluding nursery and special classes	25.4
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	80.7	89.9	91.8
Spring 2008	84.3	91.5	91.5
Autumn 2007	82.4	92.2	93.0

Percentage of pupils entitled to free school meals	24
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		50		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	2	12	70	16
		National	0	4	14	63	19
En: reading	Teacher assessment	School	0	4	8	70	18
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	10	14	68	8
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	2	6	66	26
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	2	10	74	14
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	10	78	12
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86	In Wales	81

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Because some percentages have been rounded up or down, they may not always total 100%
National percentages are derived from 2008 data.

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008 Including SNRB pupils							Number of pupils in Y6		54		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	6	11	7	11	42	24
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	2	13	7	9	45	23
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	2	13	7	6	50	22
		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	
In Wales	76	In Wales	

National Curriculum Assessment KS2 Results 2008 Excluding SNRB pupils							Number of pupils in Y6		42		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	2	14	52	31
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	12	59	29
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	0	0	7	64	29
		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	81	In the school	
In Wales	76	In Wales	

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

Because some percentages have been rounded up or down, they may not always total 100%
National percentages are derived from 2008 data.

Appendix 4

Evidence base of the inspection

Five inspectors spent the equivalent of 15 inspector days in the school and met as a team before the inspection. Additionally, the head teacher acted as nominee.

These inspectors visited:

- 40 lessons of part lessons, 35 in the six subjects and 5 in other subjects;
- 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;
- 45 responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and samples of pupils' reports.

After the inspection, the team held meetings with 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 Questions 1; Key Question 5 Aspects of Key Question 4 SEN provision Mathematics, Physical Education
Mrs Helen Smith Team Inspector	Key Question 2; Key Question 7 Early Years, Information Technology
Mrs Delyth Parris Team Inspector	Aspects of Key Questions 1,3 and 4 Bilingual provision Music
Mrs Iorylle Aubrey Team Inspector	Key Question 6 Aspects of Key Questions 1 and 4 Geography
Mrs Janet Warr Team Inspector	Aspects of Key Questions 1, 3, 4 and 5
Mr Kerry Waters 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.