

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

A Report on the Quality of Education in

**Trellech C.P. School
Trellech
Monmouthshire
NP5 4PA**

School Number: 6792301

Date of Inspection: 31/03/09

by

**Stephanie James
78911**

Date of Publication: 08/06/09

Under Estyn contract number: 1115708

© Queen's Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Trellech C.P. School took place between 31/03/09 and 02/04/09. An independent team of inspectors, led by Stephanie James, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	5
Summary	7
Recommendations	10
Standards	11
Key Question 1: How well do learners achieve?	11
The quality of education and training	15
Key Question 2: How effective are teaching, training and assessment?	15
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	18
Key Question 4: How well are learners cared for, guided and supported?	21
Leadership and management	24
Key Question 5: How effective are leadership and strategic management?	24
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	26
Key Question 7: How efficient are leaders and managers in using resources?	27
Standards achieved in subjects and areas of learning	29
Foundation phase	29
English	33
Welsh second language	34
Mathematics	35
Science	36
Information and communications technology	37
Design and technology	39
History	40
Geography	41
Art and design	42
Music	43
Physical education	43
Religious education	45
School's response to the inspection	46
Appendices	
1 Basic information about the school	47
2 School data and indicators	47
3 National Curriculum assessments results	48
4 Evidence base of the inspection	49
5 Composition and responsibilities of the inspection team	50

Context

The nature of the provider

1. Trellech Primary School is located in a very attractive setting in Trellech village, on the edge of the Wye Valley Area of Outstanding Natural Beauty, in eastern Monmouthshire. It is maintained by Monmouthshire Local Authority. The school has a large rural catchment area that includes Trellech and many surrounding villages. Around half the pupils travel to school in transport provided by the local authority. The school reports that pupils come from a range of socio-economic backgrounds, with a significant minority coming from farming and agricultural backgrounds. While the area is quite affluent, a minority of pupils come from less advantaged backgrounds.
2. The school caters for pupils aged four to eleven years and currently has 173 on roll. The number of pupils on roll has gradually risen since the last inspection, with a marked increase during the last year, so that the school is nearing its capacity. Children are admitted to the reception class in the September following their fourth birthday. Many of them have previously attended one of four pre-school settings, with most new entrants coming from the local village playgroup. There is a very wide range of ability among children on entry to school, making it broadly average in character but with a few very able children. All pupils come from English-speaking homes and none of them speaks Welsh as a first language. Nearly all pupils are of White British ethnic origin.
3. Nine per cent of pupils are entitled to free schools meals, which is well below the Wales average of around 17 per cent and slightly below the Monmouthshire average of about 10 per cent. Nearly 16 per cent of pupils are on the register of special educational needs (SEN), including three pupils who have formal statements of SEN. This is below the national average of approximately 20 per cent.
4. There are six classes in the school, three single-age classes in reception and key stage 1 and three mixed-age classes in key stage 2. There are five full-time teachers, including the headteacher, and five part-time teachers. Two of the six classes are 'job shares,' each taught by two part-time teachers. There have been a number of changes in staffing over the last two years due to three maternity leaves and members of staff opting to work part-time. The headteacher was appointed in January 2008 and there is a part-time assistant headteacher.
5. The school was last inspected in January 2003, when it was judged to have serious weaknesses. It was re-inspected by Her Majesty's Inspectors in March 2004, when it was judged to have made sufficient progress to be removed from the list of schools with serious weaknesses.

The school's priorities and targets

The main aims of the school are to:

- provide a learning environment where potential is maximised;
- nurture confident individuals who value themselves and others;
- provide each child with the opportunity to develop socially as well as academically.

Priorities for development in the School Improvement Plan 2008-2011 are to:

- further reduce surplus places and investigate growing the school to reach its designated standard number of 210 pupils, with seven classes of thirty pupils;
- significantly raise standards in literacy, mathematics and science;
- develop and maintain systems for monitoring and evaluating pupils' performance;
- review the provision of information and communication technology systems and plan for future investment;
- fully implement and embed the Foundation Phase Framework and Key Stage 2 Curriculum 2008;
- develop the school's eco, sustainable, global and fair trade profile; and
- improve and refine understanding of assessment for, and by pupils, to improve effective learning.

Summary

6. Trellech Primary is a rapidly improving and happy school. There are many good features and a few outstanding ones in the quality of its provision for all learners. The recently appointed headteacher has a clear and imaginative vision for the school. However, greater continuity in management and staffing and more time is needed for the many improvements that have already been made to result in consistently high standards for all pupils.

Table of grades awarded

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

Standards

7. In the lessons observed during the inspection, standards were judged as follows:

Standards in lessons observed

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	84%	16%	0%	0%

8. The percentage of lessons achieving grade 2 or above is in line with the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, standards in 84 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better. Nationally, however, 12 per cent of standards in lessons also had outstanding features and achieved grade 1. The school did not match the national picture in this respect.
9. Most pupils with special educational needs (SEN) make good progress and achieve well in relation to their abilities. More able and talented pupils do not achieve as highly as they could when taking into account their above average starting points. Girls generally outperform boys in key stage 1, but there is no clear trend in the relative performance of boys and girls by the end of key stage 2.

10. Nearly all pupils achieve good standards in their use of the key skills of speaking and listening, reading and writing, numeracy and information and communications technology in their work in most subjects. However, standards of handwriting and presentation are inconsistent. Most pupils make good progress in their bilingual skills.
11. 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. Standards in the seven areas of learning for children under five were judged as follows:

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

12. Overall standards in subjects in key stages 1 and 2 were judged as follows:

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

13. All learners achieve good standards in their personal, social, spiritual, moral and cultural development. Nearly all pupils behave very well and work and play happily with their peers. They are very aware of environmental issues, have strong views on moral issues and are developing considerable respect and appreciation for diversity in society.

The quality of education and training

14. The quality of teaching was judged as follows:

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	70%	22%	0%	0%

15. The quality of teaching is beginning to approach the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (grade 1).
16. Good relationships between pupils and staff are a strong feature of the working atmosphere of nearly all classes in the school. Most teachers plan interesting lessons using a variety of resources and methods that successfully engage pupils' interests. Occasionally, the pace is too slow and expectations are not high enough.
17. Recent developments in assessment procedures effectively enable staff to identify pupils' strengths and shortcomings and highlight areas to be developed. However, the use of assessment data, the tracking of pupils' progress and the involvement of pupils in planning the next steps in their learning are in the early stages of development and have yet to make a full impact on standards.
18. The school is making a number of exciting innovations to the curriculum and is increasingly providing a wide range of learning experiences that effectively meet the needs and interests of all learners. Provision is good for the majority of pupils and for those with SEN. The needs of more able pupils are beginning to be met but there is still insufficient challenge for them in a minority of class lessons.
19. There are outstanding features in the quality and variety of extra-curricular activities and in the school's promotion of education for sustainable development and global citizenship. Partnerships with parents are excellent, as is the quality of information provided for them and the wider community on the school's website.
20. The school has clear policies and procedures to promote the healthy development, safety and well-being of all pupils. Every reasonable measure is taken to ensure staff and pupils work in a safe environment. The school's child protection policy is in line with locally agreed procedures. Update training for members of staff and policy review by governors is due shortly.

Leadership and management

21. During the four terms since he was appointed, the headteacher has successfully gained the confidence and support of staff, parents, governors and pupils and is providing clear direction and a sense of purpose for the school. A great deal has been achieved in this short time but more still needs to be done.
22. The headteacher's role in building and co-ordinating a team with a common purpose has been hampered by a lack of continuity in staffing caused by a variety of valid reasons. This has led to difficulties for long-term strategic planning. Until recently, there has been no senior management team to share

the task of leadership and strategic management. In addition, many co-ordinators of subjects and other aspects of the school's work are newly in post and their roles are not yet fully developed.

23. The governing body has effectively assisted the headteacher in managing the complicated staffing arrangements. Although several governors are new to their roles, they are becoming aware of the strengths and areas for development of the school. They have recently begun to undertake 'learning walks' to evaluate, at first hand, the quality of the provision. The governing body asks relevant questions about the school's performance and is beginning to act as a 'critical friend' to the school.
24. Good procedures for evaluating and improving quality and standards are being established, but shared responsibility for their implementation is not yet fully developed. A strength of the school's self-evaluation process is its effort to seek out and take account of the views of all interested parties.
25. The headteacher and governors efficiently manage all available resources and have made good investments in areas of greatest priority. Their spending decisions are beginning to have a positive impact on standards, but it will take more time for a full return on the school's investment, in terms of higher standards, to be realised. Overall, therefore, the school provides value for money.
26. The school has made good progress in nearly all aspects of its work since the last inspection.

Recommendations

- R1** Raise standards in English in key stage 1 and science, geography and music in key stage 2.*
- R2** Further improve the quality of teaching, such as for more able pupils, so that it is of a consistently high standard throughout the school.
- R3** Further develop assessment procedures, including the involvement of learners, in order to improve all pupils' achievements.*
- R4** Develop the roles and responsibilities of leaders and managers in monitoring standards and planning for improvement.

** The school has already identified these as priorities for development in its current School Improvement Plan.*

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: good features outweigh shortcomings

27. The inspection team's findings match the judgement made by the school in its self-evaluation report.
28. The majority of pupils are beginning to achieve good standards in their knowledge, understanding and skills and succeed in attaining agreed learning goals.
29. In the lessons observed during the inspection, standards were judged as follows:

Standards in lessons observed

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	84%	16%	0%	0%

30. The percentage of lessons achieving grade 2 or above is in line with the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, standards in 84 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better. Nationally, however, 12 per cent of standards in lessons also had outstanding features and achieved grade 1. The school did not match the national picture in this respect.
31. Most pupils with special educational needs (SEN) make good progress and achieve well in relation to their abilities. More able and talented pupils do not achieve as highly as they could.
32. 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. Standards in the seven areas of learning for children under five were judged as follows:

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

33. Overall standards in subjects in key stages 1 and 2 were judged as follows:

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

34. Standards reached by children under five in using the key skills of speaking, listening, reading, writing and numeracy across all areas of learning are good with no important shortcomings. In key stages 1 and 2, most pupils reach good standards when using the key skills of speaking, listening, reading, writing and numeracy across the curriculum. In key stage 1, standards in pupils' use of writing in other subjects are often better than they are in English. The standard of presentation in pupils' writing is inconsistent throughout the school and occasionally poor.
35. Throughout the school, most pupils' use of information and communications technology (ICT) in their work across the curriculum is good overall. In most classes, their application of ICT skills across a number of areas effectively reinforces their knowledge and skills.
36. Standards in bilingualism throughout the school have good features and no important shortcomings. By the end key stage 2, most pupils have a good level of language acquisition. They ask and answer questions confidently and use Welsh readily on all occasions.
37. In the 2008 National Curriculum (NC) teachers' assessments at the end of key stage 1, the percentage of pupils attaining the expected level 2 or better was 4 per cent above the national average in mathematics and 2 per cent above in science. Pupils' performance in English was 15 per cent below the national average. Their relatively low performance in English brought down the number of pupils gaining the expected level 2 in all three core subjects (the Core Subject Indicator, or CSI). Overall, 67 per cent of pupils attained the CSI compared with 81 per cent nationally and 83 per cent in Monmouthshire. As in the previous three years, girls outperformed boys in the number attaining level 2 or above in all three core subjects.
38. Trends in the performance of pupils in key stage 1 show a significant drop in English in 2008 in comparison with the previous two years. Though less pronounced, a decrease in pupils' performance in science is also evident.

There is no clear trend in their performance in mathematics over the last three years.

39. The percentage of pupils attaining the higher level 3 at the end of key stage 1 in NC assessments in 2008 was below national levels in English and significantly below in mathematics and science. Over the last three years, trends in the performance of pupils attaining level 3 have fluctuated in mathematics and science, but there was a significant dip in science in 2008, when no pupil gained level 3. There has been a downward trend in the number of pupils attaining level 3 in English.
40. In comparison with similar schools (those with 0 to 8 per cent of pupils eligible for free school meals), pupils' performance at the end of key stage 1 was below average in mathematics and science and well below in English. Nevertheless, in 2008, most pupils made satisfactory or good progress from their starting points, particularly in non core subjects
41. In the 2008 NC teachers' assessments at the end of key stage 2, the percentage of pupils attaining the expected level 4 or better was in line with national figures in English and two per cent below in mathematics. Pupils' performance in science was 23 per cent below national levels. Pupils' poor performance in science brought down the overall percentage of pupils attaining the CSI, so that only 54 per cent achieved this, in comparison with 76 per cent of pupils nationally and 78 per cent in Monmouthshire. There is no clear trend in the relative performance of boys and girls at the end of key stage 2.
42. The percentage of pupils attaining the higher level 5 at the end of key stage 2 in NC assessments in 2008 was in line with the national picture in English, three per cent above in mathematics and well below in science, where no pupil attained level 5. Trends in the performance of pupils attaining the higher level 5 have fluctuated in mathematics over the last three years, shown a downward trend in English and a very sharp dip in science.
43. In comparison with similar schools, pupils' performance at the end of key stage 2 was well below average in all three core subjects of English, mathematics and science. There has been a downward trend in the performance of all pupils over the last three years.
44. Given that a significant minority of pupils had above average attainment on entry to school as measured by baseline assessments, more able and talented pupils did not achieve their full potential, particularly in English and science at the end of key stage 1 and in science at the end of key stage 2.
45. Evidence from the inspection indicates that most pupils are now making good progress in reading during the early years and key stage 1, but not enough more able and talented pupils achieve higher standards, particularly in writing in English. In both key stages, pupils' investigative skills in science are still underdeveloped and are the main cause of the low standards.

46. Most pupils make good progress at the start of key stage 2 in acquiring new knowledge and skills, including those associated with problem-solving and creativity. There is, however, a plateau in their progress in the middle of the key stage where they often do not complete a sufficient quantity and quality of work. Their rate of progress improves sharply towards the end of the key stage so that they achieve good standards of work in most subjects and more able and talented pupils are beginning to fulfil their potential.
47. The majority of pupils are beginning to develop an understanding of what they are doing and what they need to do to improve. For example, pupils in upper key stage 2 agree with their teacher the 'criteria for success' in a given task which gives them a clear idea of what they need to aim for. They often make very pertinent comments on one another's work. However, this good practice is not yet consistently embedded throughout the school.
48. The personal, social and learning skills of pupils are good with no important shortcomings. The vast majority enjoy school very much and are interested and eager to learn. Very positive attitudes were especially evident when pupils were asked about all the activities that they get involved in outside lessons. They are very confident when they talk to visitors and have a good sense of humour too.
49. Nearly all pupils behave very well and consistently good standards of behaviour contribute to their good personal and social development. Pupils understand school routines and expectations, and relate well to each other and to adults. They move around school calmly and play together very happily on both playgrounds. They are extremely polite, well mannered and are proud of their school.
50. A few pupils show less understanding of appropriate behaviour but they too, over time, learn to conform and settle well in this friendly school where individual pupils are all valued. By the age of eleven, most pupils are very responsible, articulate for their age, open minded and mature.
51. In most lessons, pupils listen very well, follow instructions and get on with activities immediately. They are motivated but sometimes find it hard to sustain concentration when tasks are not challenging enough. They show lots of excitement when doing practical activities, such as cooking or gardening.
52. Attendance levels in recent terms average over 93 per cent, which is just above local and national rates. Around half the pupils travel to school in transport provided by the local authority and arrive on time. Most pupils arrive promptly for the start of the day. The school takes appropriate account of the National Assembly for Wales Circular 47/06.
53. Most pupils work productively by themselves. They also work very well in pairs and in small groups and even the youngest in the school have a good sense of fair play and turn taking.

54. All pupils participate enthusiastically in the many projects, clubs and extra opportunities available. They are very aware of environmental issues and have strong views on moral issues too. They raise considerable sums of money for charitable causes and are supportive of children across the world who are less fortunate than themselves.
55. Relationships are very positive and pupils feel able to express themselves freely. They listen to each other well and appreciate that other people may not share their views but that that is quite acceptable. They make good progress in their personal, moral, social and wider development.
56. Most pupils talk sensibly about other cultures and faiths. They are appreciative of the opportunities the school gives them to get involved in a range of activities throughout the day. They have high aspirations for their futures and a good understanding of the world of work because of the school's many outside links and partnerships. Work undertaken by pupils in the local community, such as the visits made by children under five to sing in a local nursing home, is also a good feature of the school.

The quality of education and training

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

Grade 2: good features and no important shortcomings

57. The inspection team's findings match the judgement made by the school in its self-evaluation report.
58. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	70%	22%	0%	0%

59. The overall quality of teaching is much improved since the last inspection and is beginning to approach the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features.
60. Good relationships between pupils and staff are a strong feature of the working atmosphere of nearly all classes in the school. Teachers and learning support assistants treat pupils fairly and equally, make clear their expectations for behaviour and there is a climate of mutual respect.
61. The overall quality of teaching for children under five is good with no important shortcomings. Teachers and learning support assistants work very well as a team. They have a secure knowledge of how young children learn and provide a wide range of appealing activities that are appropriate for their stage of development.

62. In key stages 1 and 2, most teachers plan interesting lessons using a variety of resources and methods that successfully engage pupils' interest.
63. Outstanding features in those lessons that achieved a grade 1 are:
- high expectations of what pupils can achieve;
 - an exceedingly brisk pace with skilled use of time limits for the completion of tasks;
 - the use of questions and interesting activities that challenge pupils to think and extend their learning; and
 - the deployment of a variety of strategies and resources, including the use of ICT, that capture and maintain pupils' interest and focus.
64. Shortcomings in those lessons that achieved a grade 3 include:
- too slow a pace, so that pupils do not complete a sufficient amount of work of appropriate quality in the time available;
 - tasks that do not offer sufficient challenge for a minority of pupils.
65. In most lessons, there are clear learning objectives that are shared with pupils and teachers brief learning support assistants effectively. Occasionally, however, their role is too passive and they do not intervene in pupils' learning or behaviour when their action would be of positive assistance.
66. Teachers give pupils homework to extend their learning, but this practice is not regular and consistent throughout the school. Valuable opportunities for additional independent research on topics covered in class are provided through the school's website. However, a significant minority of parents, rightly, would like their children to have more organised homework tasks.
67. The majority of teachers use incidental Welsh effectively to provide good bilingual experiences for pupils. When most teachers speak Welsh, they provide good role models for the language. The promotion of bilingualism in upper key stage 2 is good with outstanding features because of the successful use of a wide variety of teaching strategies to which pupils respond enthusiastically.
68. Good features outweigh shortcomings in teachers' planning to meet learners' individual needs. Planning for the needs of pupils with SEN is good and they are well supported in small groups and in class. The quality of planning for the needs of more able and talented pupils is inconsistent.
69. The school meets statutory requirements for assessing, recording and reporting pupils' progress and this has good features that outweigh shortcomings. Recent developments in assessment procedures enable staff to identify pupils' strengths and shortcomings and to highlight areas to be developed.
70. The good quality assessment undertaken in the reception class is used effectively to meet children's needs. They have individual targets for literacy and numeracy which, with support, they tick off when achieved thus helping them understand their own progress.

71. A newly implemented assessment timetable has been established for the core subjects of English, mathematics and science to ensure that the school has a developing picture of each pupil's progress and achievements.
72. The arrangements for assessing and recording the achievements of pupils with SEN are good. Pupils are set realistic targets in their individual education programmes. Pupils' progress against these objectives is regularly reviewed and changes made to them when appropriate.
73. Data from a range of standardised tests is analysed to assess the progress and achievements of individuals and year groups. This enables the school to identify shortcomings and trends in different subject areas, and guide priorities for long-term strategic management. However, the use of assessment data and the tracking of individual pupils' achievements are in the early stages and have yet to make a full impact on pupils' learning.
74. The school has initiated well structured strategies for helping learners understand what they are doing, how well they are progressing and what they need to do to improve. These are beginning to work effectively in a few classes. For example, in upper key stage 2, discussions between the teacher and pupils when creating the targets ensures that learners play an active role in the process of assessment and improving progress. This good practice is not yet consistently embedded throughout the school.
75. Pupils' work is marked regularly and conscientiously and, in the best practice, useful comments provide guidance on how work can be improved. However, this good practice is also not consistent.
76. In consultation with other local primary and secondary schools, teachers have gathered evidence of pupils' assessments in a number of subject areas. These documents provide examples of work at different NC levels. They are a valuable resource to support teachers when making judgements regarding standards and when moderating pupils' work, to ensure that the levels given are accurate.
77. The quality of annual reports to parents is good and they meet statutory requirements. These reports give a positive, detailed picture of pupils' progress in all subjects as well as comments regarding social and personal development. Pupils' targets are shared with parents who are also invited to discuss their child's progress with teachers at regular intervals.
78. Parents state they are welcome to discuss progress at any time and most feel they are kept well informed about their child's achievements. Parents and carers of pupils with SEN are very well informed and have full and regular access to consultations and reviews.
79. Relevant information is transferred to the receiving secondary school, to various outside agencies and to the local authority in order to secure shared understanding of pupils' progress and achievements.

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

80. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. This is because there are not enough outstanding features in the quality of the learning experiences provided to justify an overall grade 1 for this key question.
81. The school is making a number of exciting innovations to the curriculum and is increasingly providing a wide range of learning experiences that effectively meet the needs and interests of learners. The curriculum is equally accessible to all and meets legal requirements.
82. The curriculum for the under-fives is good with no important shortcomings. Provision is good for the majority of pupils in key stages 1 and 2 and for those with SEN. The needs of more able pupils are beginning to be met but there is still insufficient challenge for them in a minority of class lessons.
83. Since September 2008, opportunities to achieve accreditation in 'Trellech University' have been very successful in extending the learning experiences of all key stage 2 pupils on Friday afternoons.
84. The school has chosen to implement the Framework for Children's Learning in the Foundation Phase in the reception class, even though this is not statutory until September 2009. The principles and practices of this phase in children's development are well established. There is a good balance between adult-led and child-initiated learning and many opportunities for children to follow their own interests. The provision is well planned, imaginative and stimulating and well suited to the needs of the youngest children in the school.
85. The school has revised schemes of work in order to plan for the new key stage 2 curriculum. In most classes, schemes of work are imaginatively used to provide experiences that promote pupils' learning.
86. Overall, there are good opportunities throughout the curriculum for pupils to develop their key and basic skills. Class teachers and subject co-ordinators have effectively developed a 'Four Skills Framework' for the whole school. A recently introduced programme has been particularly effective in boosting pupils' reading skills.
87. An outstanding range of extra-curricular clubs and other activities contributes much to pupils' personal, social and academic development. High quality and very well organized activities, both inside and outside, are planned in advance and are much enjoyed by pupils. A number of residential visits to outdoor education centres greatly enhance pupils' enjoyment and confidence in adventurous activities from year 3 to year 6. Pupils also benefit from individual tuition from visiting specialist teachers in an impressive number of musical instruments.

88. Parents give generously of their time in contributing to the provision. Community links with the church, the doctors' surgery and older residents who supervise a knitting club are very strong. Together with many visits to local shops and businesses and visitors to the school, these links greatly enhance the curriculum.
89. The school's provision for personal and social development is good. Policies and schemes of work reflect national requirements, including the revised framework for personal and social education.
90. Provision for pupils' spiritual, moral, social and cultural development is good overall. Assemblies effectively promote these aspects of pupils' development and fulfil statutory requirements.
91. The school's promotion of spiritual development is good and encourages pupils to show respectful behaviour and thoughtful attitudes in school assemblies. Pupils are also effectively helped to develop a good understanding of moral issues and the difference between right and wrong. They are compassionate towards children less fortunate than themselves and raise much for many charities. Pupils of all ages are encouraged to care for their school environment and take delight in growing things and looking after the school gardens.
92. The school is particularly successful in boosting self-esteem in pupils because it promotes responsibility and there is a good sense of community. It also promotes pupils' cultural development and appreciation of diversity extremely well. Pupils enjoy and learn from visits to places of worship such as the Hindu temple in Cardiff.
93. There are some outstanding links with other schools both in Newport and in Africa, America, Europe, Central America and Pakistan. Pupils were the first in Monmouthshire to link directly with children in Pakistan across the Internet. They recall with fascination their discussion. Particularly strong support is given to a school in Malawi. Friendships with pupils in many schools are opening pupils' eyes to the world around them in exciting ways. These links are now exceptionally well established.
94. Links with parents are built on very extensively and are now outstanding. Parents support learning at home and sign a high quality home-school agreement. The school website is outstanding, kept fully up to date and is exceptionally informative and interesting. All pupils who were asked have access to this website and said they use it at home.
95. There are a number of good links with industry. For example, pupils in years 3 and 4 visit a cardboard factory to learn about the world of work and years 4 and 5 pupils took part in a day organised by the construction industry where they built structures wearing hard hats and day glow jackets. Representatives from Gwent Wildlife Trust and Monmouthshire Countryside Service regularly visit to talk to pupils about conservation and the environment.

96. In the majority of classes, pupils have good opportunities to develop competence in using their bilingual skills outside their Welsh lessons. In upper key stage 2, frequent and regular use of incidental Welsh promotes pupils' bilingual skills very effectively.
97. The 'Cwricwlwm Cymreig', the Welsh dimension to the curriculum, ensures that pupils acquire knowledge and understanding of the traditions, culture and history of Wales. They visit local places of interest and celebrate St David's Day and learn, for example, about Welsh artists, musicians and other famous people both now and in the past.
98. The school tackles social disadvantage appropriately, supporting and encouraging all families to be involved in the school and develop an awareness of their rights and responsibilities. Information on 'The Credit Crunch', for example, is included in recent newsletters. As a response to the school being pro-active in its support, more families have claimed the free school meals to which they are entitled.
99. The provision for sustainable development and global citizenship has many outstanding features. Pupils have an extremely wide range of opportunities to participate in environmental and recycling projects. Pupils talk knowledgeably about recycling materials and energy conservation and are fully involved in helping to improve the school environment. The school achieved Eco School Green Flag status in March 2009.
100. Each summer term, all classes undertake an Eco theme topic that becomes part of the shared learning with the class's partner class, in a school somewhere else in the world. One class undertook a live video conference with their partner class in Pakistan. The school has developed a mini-website to support the very strong links that have been fostered with a school in Malawi.
101. The school effectively promotes entrepreneurial skills, such as problem-solving and decision-making in a variety of ways. For example, it encourages pupils to make decisions about altering school routines. 'Setting up a Business' is a course in 'Trellech University' on Friday afternoons and enables children who choose this option to learn about profit and loss. Older pupils run 'Tbay', a website selling second-hand goods with profits shared between a local charity and the school council. The council's work is developing very well and the pupils themselves organise their agendas and meetings. This gives them a greater sense of ownership and responsibility.
102. The school lays sound foundations for lifelong learning through ensuring that skills such as ICT and bilingualism, personal and social and thinking skills are nurtured well. The development of close transition links with receiving secondary schools is also good.

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

Grade 2: good features and no important shortcomings

103. The inspection team's findings match the judgement made by the school in its self-evaluation report.
104. All care arrangements are well managed by the headteacher who works alongside staff and many outside agencies to guide and support pupils with a range of needs. Communication with families is good, enabling information to be shared and acted upon. Good relationships between pupils and all adults are very evident and pupils say they feel secure in the school and would share problems with adults or other children such as 'Buddies'.
105. There are outstanding links with parents and the community, which are very effective in helping the school in many ways. Approximately a half of parents now receive the well-written, clear and informative fortnightly newsletter through the e-mail system. Parents' views are sought through surveys, the results of which are shared online and in newsletters. The headteacher is very open to hearing all ideas and views and takes them into account when planning priorities. The Parent Teacher and Friends' Association raises a lot of money for the school (over £6000 last year). Parents give of their time when helping with many jobs around the school and grounds, in addition to practical support in classrooms.
106. The school council offers a valued and regular opportunity for pupils' voices to be heard. Secret ballots using Monmouthshire County Council polling booths are held every autumn and pupils think the system of voting is fair. Many pupils are keen to be elected but, if unsuccessful, know they will have another chance the following year. Decisions made at meetings are shared with their classmates and a pupil from year 6 talks to reception class to keep them involved too. Three pupils also meet the headteacher to communicate the views of the council. Recently, they have introduced 'Calm Zones' on the playground and council members are delighted with the longed for newly-painted toilets. The member of staff who supervises the council has received helpful guidance on how to develop a good school council.
107. Induction procedures are good overall. Members of staff in the reception class get to know new arrivals before they enter school when they visit playgroups or when they visit the school with their families from Easter onwards. Transition arrangements with secondary schools ensure smooth transition for pupils from key stage 2 to key stage 3.
108. Good quality support and guidance is given to all pupils equally, which makes them all feel valued and settled. Midday supervisors, some of whom have worked at the school for more than two decades, look after pupils very well during lunchtimes and on playgrounds. Parents recognize and appreciate the good relationships that exist throughout the school and pupils themselves express their happiness very openly.

109. Monitoring of attendance and punctuality is good. The school secretary keeps a careful log of reasons for lateness, but very few families are delayed and school starts promptly. She telephones parents if it is not known why a pupil is absent and liaises daily with drivers who have messages from parents. Illnesses and holidays taken during term are the main reasons why pupils are absent, but these holidays are always discouraged by the headteacher. Targets are used but are not shared sufficiently with governors. Good account is taken of Circular 47/06. Registration is conducted efficiently and the school meets National Assembly requirements for the recording and reporting of absences.
110. Behaviour is well supported and also monitored, sometimes on a daily basis. A very small number of pupils who need help have additional outside support and behaviour plans which point the way forward and are shared with parents. One short-term exclusion occurred recently for a young pupil adjusting to school expectations. This pupil was successfully re-integrated into school and there has been no reoccurrence of the problem that caused the exclusion. The use of assessment data to monitor and improve pupils' academic performances is being developed.
111. The school has clear policies and procedures to promote the healthy development, safety and well-being of all pupils, including risk assessments. Every reasonable measure is taken to ensure staff and pupils work in a safe environment. Routines to see pupils safely onto minibuses at the end of the school day are an example of good, structured support. Arrangements for fire drills, to respond to minor accidents and to support those with medical needs are appropriate.
112. The school has effective arrangements that encourage pupils to be healthy. Visitors such as the school nurse, police and other agencies contribute much to provision, teaching pupils about sex, drugs awareness and how best to keep safe. Pupils post any worries or concerns in wooden boxes around the school, knowing that they will be read by a member of staff. 'Circle times' are timetabled after school council meetings and give time for extra discussions in class when needed.
113. The school does very well in promoting healthy eating and a healthy lifestyle. Pupils are encouraged to eat fresh fruit and healthy snacks, enjoy the salad bar at lunchtimes and fresh water is readily available. They have access to a wide range of physical and sporting activities, which contribute significantly to their health and well-being.
114. Child protection arrangements have good features that outweigh shortcomings, and are due to be rectified immediately. The headteacher plays a key role in supporting more vulnerable children in the school. He always works in pupils' best interests and knows that more training for all staff, especially those new to the school, is needed to enable all adults to be fully informed of the correct procedures. This is planned for soon. The school's policy is in line with locally agreed procedures and is due for review by governors shortly. Criminal Records Bureau checks are undertaken for all members of staff, volunteers and governors.

115. The quality of provision for pupils with additional learning needs is good with no important shortcomings. The provision fully complies with the Code of Practice and the requirements of the framework for inclusive education. A newly appointed part-time teacher is responsible for the overall co-ordination of the provision and, together with support staff, ensures that most pupils receive appropriate support and are fully integrated into the life of the school.
116. A developing policy of early intervention ensures that appropriate support is put into place as soon as pupils' needs are assessed. The provision is organised in a variety of ways and includes in-class supported structured literacy programmes and withdrawal in small groups.
117. Individual education plans written by class teachers are generally good working documents. However, in some instances targets are too wide and are not written in manageable steps that can be assessed frequently to ensure that work is adapted to meet individual needs. Progress towards targets is regularly monitored. Assessment, recording and reporting procedures meet statutory requirements and parents are fully informed so that they can support their children's learning at home.
118. Learning support staff are very effective and caring, giving valuable support in class. The school receives high quality support from outside agencies including educational psychologists, speech and language therapists, school services and the health authority. There are many good examples of collaborative supportive work.
119. The school provides effective support for learners whose behaviour might upset their progress or that of others. The school's extremely positive ethos and good staff-pupil relationships ensure that behaviour is good. Systems of reward and sanctions underpin an atmosphere of understanding, negotiation and discussion about inappropriate behaviour. There are appropriate individual education plans for pupils whose behaviour causes concern.
120. The overall quality of provision for equality of opportunity is good and is reflected in pupils reporting that they feel they are treated fairly and equally. They have equal access to the curriculum and to physical and cultural activities.
121. There are suitable policies and strategies to promote race equality and inclusion and governors are beginning to monitor the impact of them.
122. The work of the school itself in encouraging pupils to reflect on their own behaviour and how it affects other pupils is good and has meant that rare incidents of bullying and other forms of harassment have dropped. Any incidents reported are always taken seriously and acted upon.
123. Successful measures have been taken to ensure no-one is disadvantaged because of their disability. The Disability Equality Scheme is a comprehensive document with a clear timetable for governors to be involved in its monitoring and has involved many in its implementation. The school grounds are extensive and mostly accessible for those who may have mobility needs.

124. The promotion of pupils' recognition and respect for diversity is addressed very well through many schemes of work and through the outstanding links developed globally.

Leadership and management

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

Grade 3: good features outweigh shortcomings

125. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The headteacher's leadership is good with no important shortcomings but structures for sharing responsibility for strategic management are at an early stage of development.
126. During the four terms since he was appointed, the headteacher has successfully gained the confidence and support of staff, parents, governors and pupils and is providing clear direction and a sense of purpose for the school. A great deal has been achieved in this short time, but more still needs to be done.
127. The headteacher has been the prime mover in introducing a number of exciting initiatives and enhancing the quality of the school's provision. The school's outstanding website, for example, is a powerful aid to the effective communication of its core values and work to parents, pupils, the local community and all other interested parties.
128. The key aim that the head has accurately and honestly communicated to staff, parents and governors, is the need to raise standards. To this end, he has instituted a number of strategies, such as the new reading scheme, that involves all members of the teaching and support staff and which is beginning to achieve this key aim.
129. The headteacher's role in building and co-ordinating a team with a common purpose has been hampered by a lack of continuity in staffing. This has been caused for valid reasons, such as maternity leaves and the choices of individual members of staff to reduce from full-time to part-time work. However, this has led to a constant need for temporary contracts with subsequent difficulties for long-term strategic planning.
130. Until recently there has been no senior management team to share the task of leadership and strategic management. The part-time assistant headteacher and another recently appointed part-time senior member of staff are now in a position to develop their managerial roles and are keen to do so.
131. Many co-ordinators of subjects and other aspects of the school's work are new to the roles and their job descriptions are not fully developed. The job descriptions of learning support assistants have recently been revised to include their important role in boosting achievement for targeted groups of pupils.

132. All members of staff, parents, governors and pupils play a full part in formulating the school's aims and policies and promoting equality of opportunity. The school's motto, 'Living, Learning, Laughing', for example, was adopted following discussions between staff and parent representatives.
133. The school takes good account of national priorities such as the promotion of bilingualism and education for sustainable development and global citizenship. It works productively in partnership with other schools in its cluster and with the local authority advisory service.
134. In the autumn term, the school sets targets for the performance of pupils at the end of each key stage. These include 'current' and 'challenging' targets. The process of tracking the performance of individuals in each year group towards these targets and taking action where they are not making expected progress is not fully developed.
135. Similarly, procedures for setting targets for improvements in the performance of members of staff have been established, but arrangements for regularly monitoring and evaluating improvements and sharing good practice are also at an early stage of development.
136. Targets for the personal and professional development of members of staff are reviewed at the end of the school year and new ones agreed with the headteacher. These targets are effectively related to the school's priorities.
137. The governing body is very supportive of the school and understands the challenges it faces. Governors have effectively assisted the headteacher in managing the complicated staffing arrangements and planning for the future deployment of staff.
138. Although several governors are new to their roles, they are aware of the school's performance in the core subjects through their discussion of data, such as end of key stage assessment results and comparisons of the school's performance with that of similar schools. They are also familiar with recent developments, such as the Foundation Phase and the new curriculum for key stage 2.
139. Governors are well informed through reports from the headteacher and presentations from members of staff about whole school initiatives. They are less aware, at present, of pupils' progress and achievement in non-core subjects, but have recently begun to engage in 'learning walks' to evaluate, at first hand, the quality of the provision.
140. The governing body asks relevant questions about the school's performance and is beginning to act as a 'critical friend'. It meets regulatory and legal requirements.

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

Grade 3: good features outweigh shortcomings

141. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. Good procedures for evaluating and improving quality and standards are being established, but shared responsibility for their implementation is not fully developed.
142. In most aspects of school life, the headteacher and governors use information gained from the self-evaluation process effectively to guide improvements. The link between self-evaluation and planning for improvement in the School Improvement Plan is generally good. The school's procedures for monitoring standards across all subjects taught are less secure.
143. All members of staff are involved to some extent in the self-evaluation and monitoring process. The role of subject co-ordinators in the evaluation process is developing, but the school acknowledges there is more work to be done. The school uses performance data well to inform judgements and evaluate specific trends over time. Its self-evaluation is based on first-hand evidence and the school co-operates effectively with the local authority to target improvements.
144. The school's performance management system for teachers and informal appraisal processes for learning support assistants, together with lesson monitoring by the headteacher, further inform self-evaluation and development planning.
145. The headteacher places great emphasis on seeking the views of all stakeholders. In addition to receiving regular questionnaires, parents say they can make suggestions informally and that these are considered and acted upon appropriately in the majority of cases.
146. Pupil representatives on the school council are given well-planned opportunities to discuss relevant issues in detail. They make suggestions that are given serious consideration and have resulted in a number of school improvements. A strength of the school's self-evaluation process is its effort to seek out and take account of the views of all interested parties.
147. The school's self-evaluation report is open, honest and of good quality. It has detailed target areas for development. It provides a good overview of the school's current position, but priorities are not clearly ranked in order of importance. Shared ownership comments and success criteria are less well featured.
148. The headteacher monitors teaching as part of the performance management process. Other senior members of staff do not monitor the quality of teaching and standards achieved by all ability groups. Therefore, the process of identifying good practice and using this evidence to inform planning and

professional development is less well established. The school's priorities for development effectively inform the School Improvement Plan and have appropriate timescales and costs noted.

149. The school has successfully addressed most of the key issues noted in the last inspection report. Overall progress since the previous inspection is good. Nevertheless, improvement is still required in a number of subjects and areas and self-evaluation and assessment procedures need to be more rigorous in application.
150. The judgements of the inspection team match the judgements made by the school in its self-evaluation report in four of the seven key questions. In key question 3, the inspection team did not identify a sufficient number of outstanding features to award the highest grade and so awarded a grade 2. Similarly, in key questions 5 and 6, the inspection team did not identify sufficient good features with no important shortcomings and so awarded a grade 3. However, two of the issues for improvement identified by the school are similar to those identified by the inspection team.

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

Grade 2: good features and no important shortcomings

151. The inspection team's findings match the judgement made by the school in its self-evaluation report.
152. The grade awarded to this key question does not match the grades given to key questions 1 and 5. This is because the team judged that there are no important shortcomings in the use of available resources. The headteacher and governors have made good investments in areas of greatest priority. Their investments are beginning to have a positive impact on standards, but it will take more time for a full return on the school's investment, in terms of higher standards, to be realised. For this reason, the grade for key question 7 is higher than the grades awarded to key questions 1 and 5.
153. The school is appropriately staffed with a team of qualified, experienced teachers and learning support assistants. Several new and temporary teachers have recently been appointed to cover maternity leaves and the additional teaching time made available by those members of staff who have chosen to work part-time. The headteacher and governors are managing staff changes well and deploying individual members of staff effectively according to their strengths and interests.
154. Staff undertake a range of in-service courses to improve their knowledge and understanding of the curriculum. Training is effectively linked to areas of school development and performance management. Learning support assistants have benefited from courses of various kinds.

155. Teachers and support assistants work together well as a team to support pupils' learning. For example, learning support assistants make a valuable contribution to recently introduced 'catch up' programmes, often leading the learning of small groups of pupils.
156. The school administrator carries out 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.
157. The school has a large hall, a library and music room, which are used effectively. There is a mobile computer suite, many personal computers and every classroom has an interactive whiteboard. These are used well in most classes. The school's investment in ICT equipment has had a positive impact on the quality of pupils' learning and successfully raised standards across a range of subjects.
158. The school has carried out a number of developments regarding the outdoor area outside the reception classroom in preparation for the introduction of the Foundation Phase. There is a covered area immediately outside the classroom and this is joined to another stimulating enclosed area. The adjacent grassed area is linked to the key stage 1 playground. These areas are used very well to extend the learning of children under five.
159. The site comprises a single storey structure with an inner courtyard with a number of interesting features. The previously uninspiring key stage 2 corridor has recently been completely redecorated and refurbished, with a theme chosen by and involving pupils. It now provides a much more attractive environment for learning.
160. The outside accommodation for pupils in key stages 1 and 2 provides a beautiful and stimulating learning environment. Good use is made of the climbing frames, soft landing areas, trees and vegetation for key stage 1 and the picnic benches and 'calm zones' for key stage 2. This is an outstanding feature.
161. The building is generally clean and tidy and the grounds are well maintained. The school works hard to accommodate seven year groups in six classrooms. The classrooms for pupils in key stage 2 are rather cramped but staff make effective use of all available overspill space and facilities for group work.
162. Learning resources are of good quality and readily accessible to staff and pupils. There are generally sufficient resources for most subjects. However, there are not enough appropriate tools for pupils to use when working with clay in art lessons and insufficient religious artefacts to enhance pupils' knowledge and understanding in religious education. Nevertheless, recent acquisitions are in line with school priorities and suited to the age, ability and educational needs of pupils.
163. The staff work hard to create a positive learning environment for pupils. Displays of pupils' work celebrate their achievement and further enhance the appearance of the interior of the building. Good use is made of human resources from outside the school.

164. There are suitable arrangements to provide all members of staff with planning, preparation and assessment time. The management of this time has had a positive effect on standards in subjects, such as design and technology and physical education.
165. Workforce remodelling reforms (where teachers have relinquished some non-teaching roles) have been fully implemented. For example, there have been a number of changes in the roles of learning support staff. Also, the post of Special Educational Needs Co-ordinator has been created and awarded TLR (teaching and learning responsibility) status, thus relieving the headteacher of sole responsibility for this role in addition to all the others that he fulfils.
166. The headteacher and governors regularly monitor the school's use of resources to ensure that spending decisions are matched to the school's priorities. The spending decisions they have made are well targeted at areas of greatest need. The school makes efficient and effective use of available finances and therefore provides value for money.

Standards achieved in subjects and areas of learning

Under-fives

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

Personal and social development, well-being and cultural diversity

Grade 2 - Good features and no important shortcomings

Good features

168. All children are well motivated and eager to learn. They display interest, and sometimes real excitement, in activities such as following clues in a treasure hunt. They explore and experiment confidently in the outdoor environment. The majority of children concentrate on their activities for a good period of time and show good levels of independence. Nearly all children take responsibility for their own personal hygiene needs.
169. Most children play co-operatively, take turns and exercise good self-control. For example, they are happy to wait their turn to play a musical instrument in a group performance. They understand and respond well to the behavioural expectations of the class and the school. Relationships with adults are excellent and they clearly feel secure and happy in their environment.
170. The majority of children are becoming aware that Easter is an important time. They respond thoughtfully to questions about Good Friday and understand that it is a very special day for Christians.

Shortcomings

171. A few children are reluctant to work independently and find it difficult to sustain their focus on an activity.

Language, literacy and communication skills

Grade 2 - Good features and no important shortcomings

Good features

172. Most children listen and respond appropriately to instructions. Many speak confidently and clearly, using a good range of vocabulary during whole-class discussions. They communicate well with one another in role-play activities and in character when dressing up. They offer good explanations and express their thoughts well.
173. All children are making good progress in reading. They are eager to read and confidently communicate their opinions about the books they are currently reading. Most recognise familiar words in simple texts and have a secure knowledge of the relationship between letters and sounds. They use this knowledge increasingly well to sound out words. More able children read their books fluently and understand features of the book such as the author, title and the 'blurb' on the back cover.
174. All children make good progress in developing their writing skills from simple mark making to writing short sentences. They write for a good range of purposes, often during their role-play activities. Less able children confidently use their knowledge of letter sounds to spell words and short sentences. More able children write a few simple sentences with clear, well-formed letters that convey meaning.

Shortcomings

175. The listening skills of a few children begin to wane in longer whole-class sessions.

Mathematical development

Grade 2 - Good features and no important shortcomings

Good features

176. Most children are beginning to develop good mathematical problem-solving skills in a practical context. They use mathematical language appropriately.
177. Nearly all children recognise and can write numbers to 10. A few more able children are beginning to recognise some numbers up to 100.
178. Children's awareness of the purpose of money is developing well through both formal sessions and role-play activities. More able children are aware of a variety of ways of making up 10p knowing, for example, that five 2p coins make 10p. In the context of a shopping activity, many children match the appropriate coin to the price displayed.
179. When playing a game with numbered bottles suspended outdoors, most children write simple addition sums to record the sum of the two bottles they have hit with a bean bag. A few do this independently, others do so with support. Their number formation is clear, and mostly the right way round.

Shortcomings

180. There are no important shortcomings.

Welsh language development

Grade 2 - Good features and no important shortcomings

Good features

181. Nearly all children make good progress with their Welsh language skills. They listen to, and engage confidently with, a variety of songs and rhymes. Most of them listen and respond appropriately to familiar instructions in Welsh, for example, during movement lessons.
182. Many children spontaneously greet friends and adults in Welsh. Most children know and use appropriately weather descriptions, primary colours and the names of the days of the week in Welsh.
183. The reading skills of most children are developing steadily through reading Welsh words and labels around the classroom.

Shortcomings

184. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2 - Good features and no important shortcomings

Good features

185. Through walks around the village, all children are developing good knowledge of the local area and are aware of a few key features in it. They are beginning to understand the purpose of maps and plans through activities, such as treasure hunts in the school grounds. More able children can follow directions using a compass.
186. Visitors to the school, such as the local police officer, help children develop a good awareness of the roles of familiar people.
187. Regular observation and recording of the weather enables all children to develop an awareness of changes in the environment.
188. During their experiments to see how much treasure a pirate ship can carry, most children are developing a good understanding of the relationship of weight to whether or not it will float or sink. Many children offer simple, but appropriate, explanations as to why the ship might sink and are beginning to suggest ways in which they might test their boats.

Shortcomings

189. There are no important shortcomings.

Physical development

Grade 2 - Good features and no important shortcomings

Good features

190. Most children hold paintbrushes, pencils and crayons with good control. They show increasing skill in manipulating tools, such as the computer mouse and scissors.
191. In their dance on a pirate ship, nearly all children follow instructions well and move appropriately to the commands of the teacher in role as the pirate chief. Most of them display a good range of low/high and slow/fast movements. They move with good control and developing co-ordination, using the floor and space away from others around them with confidence.
192. Outdoors, the majority of children move safely and with increasing co-ordination on wheeled toys such as tricycles, and develop their coordination skills well through a variety of practical activities on a range of equipment.

Shortcomings

193. There are no important shortcomings.

Creative development

Grade 2 - Good features and no important shortcomings

Good features

194. Most children choose appropriately from a range of materials to make Easter lambs or chicks for an Easter card. They assemble and join materials well to make pirate ships. They make images and artefacts using a good range of techniques and materials including paint and collage.
195. All children respond enthusiastically to opportunities for independent imaginative play, dressing up as pirates or choosing from a wide range of other costumes such as that of a police officer. They also respond very well to adult-led creative movement sessions.
196. In small groups, most children show a good understanding of the properties of different musical instruments and correctly blow, beat or shake them. They make good suggestions about how to create sound effects for different parts of a pirate story. They respond well to another child as 'conductor' and are beginning to use a graphic score effectively to play their instrument on cue.

Shortcomings

197. Children's artistic creativity is occasionally constrained by their use of templates.

English

Key stage 1: Grade 3 – good features outweigh shortcomings

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

Good features

198. In key stage 1, most pupils listen carefully to their teachers and their peers and make relevant comments in response to them. They speak clearly and with increasing confidence about their work and experiences. More able pupils express their ideas extremely well.
199. Pupils of all abilities make good progress in reading during key stage 1. Their knowledge of letter-sound relationships is developing well and they make good progress in applying this knowledge, in addition to using pictures and story patterns, to gain meaning from text. By year 2, most pupils understand the difference between fiction and non-fiction and discuss books they have read in some detail.
200. In key stage 1, the majority of pupils make good progress in spelling familiar words. They are becoming skilled at recognising individual sounds in words and blending them to make new words following a given pattern such as 'catch' and 'snatch'.
201. Most pupils in key stage 1 show a good understanding of some of the conventions of writing, such as speech bubbles. In year 1, the majority of them make effective story planners and more able pupils write brief, clear sentences to accompany their illustrations. By year 2, in their 'Caterpillar Poems', many poems show good choices of vocabulary, individuality and a feeling for poetry and rhyme.
202. Throughout key stage 2, most pupils listen attentively in both whole class and group situations. By the end of the key stage, they employ well-reasoned and logical arguments to defend opinions within group, paired and class discussion work. They engage, for example, in very lively and well-focused paired discussions when comparing two newspaper articles.
203. In lower key stage 2, most pupils extend their reading skills effectively, becoming familiar with different types of writing such as myths and legends. More able pupils use a thesaurus easily to find alternative words in their writing.
204. By years 5 and 6, all pupils demonstrate an excellent understanding of key features of newspapers such as headlines, captions and lead lines. Most show heightened awareness of how journalists use language to capture the interest of the reader. Nearly all pupils use their reading skills effectively to engage in independent research using books and the Internet, selecting and recording relevant facts.
205. In lower key stage 2, when generating ideas for writing a poem about Prince Madog, the majority of pupils produce a range of effective images such as

'dark skies', 'ferocious storm' and 'bubbling foam'. Most pupils in years 4 and 5 are becoming aware of the differences between formal and informal letter writing. The majority of pupils show a good ability to present a balanced written debate after sketching out their ideas in draft form first.

206. By the end of key stage 2, all pupils write in a good range of forms for different purposes. For example, they show a good understanding of the features of an autobiography, including writing in the first person and quotations from friends and family. The writing of most pupils is well-structured and organised and uses a good variety of vocabulary. The autobiographies of more able pupils are often very lively, interesting and full of personal anecdotes. The majority of pupils' spelling of most words is accurate. Handwriting and presentation is usually of an acceptable standard.

Shortcomings

207. Many pupils make inconsistent progress through both key stages in developing a good standard of handwriting and presentation.
208. In key stage 1, all pupils and particularly the more able, do not write sufficiently independently, imaginatively and at increasing length in a variety of forms.
209. In mid key stage 2, pupils do not produce a sufficient amount of good quality writing.

Welsh second language

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

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

Good features

210. Most pupils in both key stages listen well, both to their teachers and to each other, when speaking Welsh and respond appropriately.
211. In key stage 1, nearly all pupils understand a range of familiar questions and the majority respond appropriately in simple words or short phrases.
212. They know and readily use simple greetings such as 'Bore da, 'Prynhawn da' and can use questions such as 'Beth wyt ti'n hoffi?' effectively to retrieve personal information.
213. Most pupils in year 2 know the names of the colours of characters' clothes in a story. They know and pronounce correctly the vocabulary associated with their topic, 'Toys', and use relevant sentence patterns.
214. All younger pupils in key stage 2 write words, phrases and a few sentences to express simple factual and personal information associated with their topics, such as 'Homes' and 'Shopping'. They competently sort their ideas into categories starting with the appropriate question. Most have good pronunciation and intonation.

215. Nearly all older key stage 2 pupils listen attentively and answer confidently in Welsh. They work well in pairs to ask and answer questions in the present and past tenses.
216. By the end of key stage 2, the majority of pupils know the names of a wide variety of European countries and well-known landmarks in Welsh and confidently talk about them. They have good pronunciation and can answer questions using different ways of starting the sentence.
217. Most pupils in upper key stage 2 make good progress in writing descriptive passages by linking sentences together and including a variety of adjectives. They competently transfer their answers to their books and most pupils spell Welsh words correctly.

Shortcomings

218. 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

219. Throughout key stages 1 and 2, most pupils respond well during oral and mental mathematics sessions. Nearly all pupils develop an increasing range of mathematical vocabulary related to all aspects of the subject. The majority of pupils, including those with additional learning needs, achieve well as they progress through the school.
220. In key stage 1, the majority of pupils display a good understanding of number. Most pupils confidently count from a given number in twos, fives and tens correctly to fifty, with many more able pupils counting to one hundred. The majority confidently compose addition sums with two and three digit numbers and add them up correctly.
221. Nearly all pupils in key stage 1 make steady progress exploring a range of number patterns, recognising missing number sequences up to thirty and, in some instances, well beyond. Most pupils recognise halves and quarters in relation to shaded shapes and parts of a whole. They confidently describe properties and similarities between circles, triangles, squares and rectangles when referring to the number of straight sides. Most pupils also have a good understanding of time to the hour and half past the hour.
222. Most year 2 pupils confidently interpret data in simple bar graphs, pie charts and pictograms. In practical activities, the majority of pupils accurately measure and record a variety of objects using standard measures such as centimetres and non-standard measures such as hand lengths.

223. Through key stage 2, the majority of pupils develop a good understanding of the value of single numbers within larger ones. By the end of the key stage, most pupils recognise single number values in numbers up to thousands and, in some instances, well beyond.
224. Most pupils make steady progress in using their multiplication tables and confidently use a range of paper and pencil exercises when solving problems.
225. Most pupils in key stage 2 develop a good knowledge of the properties of two and three-dimensional shapes. Using accurate measurements, they confidently calculate the perimeters and areas of rectangles and other shapes employing a range of counting methods and standard units.
226. Nearly all pupils confidently tell and record time correctly and, by the end of the key stage, convert time from a clock face to the twenty-four hour clock using timetables.
227. Across the key stage, most pupils make good progress in their understanding of simple fractions when related to decimals and percentages.
228. By the end of key stage 2, most pupils have a clear understanding of the terminology associated with ratio and probability. Using a range of appropriate resources, most of them accurately record the probability of a given number on a dice appearing following a number of throws.
229. Most pupils have a confident knowledge of how to handle data and present information accurately in a good range of forms. They use ICT skills well to support their learning throughout the key stage.

Shortcomings

230. There are no important shortcomings.

Science

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

Key stage 2: Grade 3 - good features outweigh shortcomings

Good features

231. In key stage 1, most pupils are developing good recording skills. For example, they correctly label the main body organs and their primary functions.
232. Most pupils accurately sort a range of natural and man-made materials, correctly identifying similarities and differences and appropriate types of use in everyday objects.
233. The majority of pupils know that sound travels over distance with varying degrees of clarity, and that a range of objects make different sounds. The majority are also aware that magnets attract certain materials and carefully record their findings, having predicted possible outcomes.

- 234. Most pupils have developed a good understanding of what constitutes a fair test. They understand that the accuracy of results is affected by any small change in the conduct of the experiment.
- 235. Most pupils successfully construct simple electrical circuits and accurately explain how switches control the flow of electricity.
- 236. In key stage 2, all pupils further develop their understanding of a fair test and most appreciate the importance of evaluating the evidence gained.
- 237. Most pupils have a good knowledge of topics they have covered such as Earth as part of the solar system, forces and friction, animal habitats, the impact of exercise on health and the recording of shadows from various light sources and electrical circuits.
- 238. From their studies, most pupils have a growing knowledge of the simple properties of liquids and gases and a secure knowledge of evaporation and filtering.
- 239. Nearly all pupils know the requirements of a healthy diet and the importance of exercise and the harmful effects of smoking, alcohol and drugs on the body.
- 240. Pupils confidently organise four elements into a simple food chain and understand that food chains start with a living organism. Most pupils recognise and name the major parts of plants and know what they need for healthy growth.

Shortcomings

- 241. In key stages 1 and 2, pupils' ability to organise their investigational skills and communicate their findings using an increasing range of methods is underdeveloped.
- 242. In key stage 2, pupils' ability independently to record their science investigations is limited.
- 243. Pupils do not make sufficient use of ICT to explore relationships in science.

Information and communications technology
--

Key stage 1: Grade 2 – good features and no important shortcomings

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

Good features

- 244. In year 1, most pupils competently use the mouse to select/deselect tools in programs. They successfully use a simple word processing program with word banks to write sentences. They effectively use a modelling program to drag pictures to an appropriate position to represent real or imaginary situations.

245. Most pupils in year 2 competently use a simple database to enter details from a tally chart about their favourite fruit. They make a block graph, successfully answer the questions, save and print their work. They use a graphics package with increasing confidence to produce repeating patterns in the style of Laura Ashley and to create pictures related to topics such as 'Transport'.
246. Many pupils use a simple digital video recorder to take photographs of each other and successfully insert these into an art program to make calendars. A live video conference with their partner class in Pakistan greatly enhances their ICT skills.
247. Most pupils competently program a device to follow commands. They are able to make a sensible route and then instruct a programmable moving toy effectively. A few pupils successfully communicate their own way of recording the route.
248. In key stage 2, younger pupils competently use the Internet and word processing programs to record information about topics they study. They use a simple data handling program effectively to display their findings and ask questions of the data.
249. Most pupils make good progress in their word processing skills by using a range of letter fonts, colours and styles of text in stories, poems and letters. They can change the layout within the program to enable the writing to stand out in front of an image.
250. In lower key stage 2, most pupils use a simple spreadsheet to present information in different forms, for example, types of food. They competently save and print their work. By the end of the key stage, they extend their skills by using spreadsheets to find the sale price of certain items by using the correct formulae.
251. All older key stage 2 pupils use the Internet effectively to research information for their work in all subjects, using 'and' and 'or' appropriately to refine their searches. They competently create multimedia presentations and understand the need to structure, refine and present information in different forms for different purposes.
252. All pupils understand that messages can be sent over distances, and they successfully read and respond to e-mails. Most pupils contribute regularly to the school's website and have developed a mini-website to support the very strong links that have been fostered with a school in Malawi.

Shortcomings

253. In key stage 2, pupils' skills in using ICT to sense external changes, such as light and temperature, are underdeveloped.

Design technology

Key stage 1: Grade 2 – good features and no important shortcomings

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

Good features

254. In key stage 1, younger pupils discuss playgrounds and nearly all of them effectively design and make drawings of their ideas. They evaluate their work well orally.
255. Most pupils confidently design and make dragons, paying good attention to their purpose. They draw what they want to do, say how they want to make their design and successfully evaluate the finished product.
256. Most pupils in year 2 make good caterpillars from a variety of materials. They use a simple computer program to design a cocoon for the caterpillar in the style of Laura Ashley. They discuss joining techniques and create interesting products by weaving a selection of wools of their choice. They make good written evaluations of their design ideas.
257. Pupils in year 2 also design and make a good variety of vehicles for a teddy, paying attention to their purpose. They consider different types of vehicle, draw what they want to do, label the parts of the vehicle well and say how they want to make their design. They successfully evaluate the final product.
258. Younger pupils in key stage 2 explore the fashions of the 1980s, create a design using a variety of materials and suggest how they are going to achieve their design. They gather information and use it to help them generate a number of ideas. Most pupils select and list appropriate tools and materials they intend to use. They use a variety of different textiles and use appropriate joining and finishing techniques for the material being used. Most pupils evaluate as they go along and implement identified improvements. They test and evaluate the finished product, effectively identifying strengths and weaknesses.
259. Older pupils in key stage 2 create an artificial eruption of a volcano. Nearly all pupils have a good understanding of the design and making process and draw their ideas, producing labelled drawings stating the materials and equipment needed. They consider what they would change the next time and successfully evaluate their work.
260. All year 6 pupils effectively design and make moon buggies with moving mechanisms, planning the stages they will need to take and creating a picture of the finished design. They select wheels and axles from a variety of materials and successfully evaluate their finished work.

Shortcomings

261. In both key stages, in a minority of classes, the presentation of pupils' work in the design and evaluation stage is untidy.
262. Pupils' use of control technology, such as to operate a set of traffic lights automatically, in key stage 2 is at an early stage of development.

History

Key stage 1: Grade 2 – good features and no important shortcomings

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

Good features

263. In key stage 1, most pupils develop a good understanding of ways in which the past is different from the present. In year 1, for example, they investigate the differences between old and new toys and communicate their understanding effectively in simple diagrams.
264. Through their study of the history of the postal service, most pupils in year 2 effectively develop an understanding of when things happened using simple time lines. They are becoming familiar with stories about people in Welsh history, such as Laura Ashley, and understand why they are famous.
265. By the end of key stage 1, most pupils know that they can find out about the past from a range of historical sources including books, television and the Internet. They are beginning to ask, as well as answer, questions about the past and present their findings in a good variety of forms including letter writing and maps.
266. During key stage 2, most pupils build well on their historical knowledge, understanding and skills developed in key stage 1 through their study of topics such as the Egyptians, Explorers, World War 2 and comparisons of different decades in the late twentieth century.
267. Visitors to the school often have a profound impact on pupils' understanding of major events in the past. For example, pupils in year 6 recalled with great clarity details of a talk they heard some time ago given by a gentleman who was evacuated to Monmouth during the Second World War. As a result, they have a very good awareness of key experiences of the period for people who lived through it.
268. Throughout key stage 2, the majority of pupils engage in a good range of historical enquiry, particularly using the Internet. By the end of the key stage, they discuss and choose their own topic for research and agree what aspects of it they wish to research independently in more detail.
269. In years 5 and 6, all pupils organise and communicate their findings in an excellent variety of ways, particularly with the use of ICT. For example, they use a video camera to record 'interviews' with people such as Captain Scott and Freya Stark, with one pupil acting as the interviewer and the other as the explorer. The 'interviewer' then invites the audience to ask the 'explorers' further questions about their lives, enabling them to share the knowledge they have gained.

Shortcomings

270. There are no important shortcomings.

Geography

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

Key stage 2: Grade 3 - good features outweigh shortcomings

Good features

271. In key stage 1, most pupils use appropriate geographical terms and have a good developing understanding of their locality and the world beyond.
272. Using a variety of food packages, the majority of pupils successfully locate different countries around the world as food sources. They know, for example, that rice began its journey in Asia before being transported to Wales. Most pupils confidently identify different forms of transport, indicating which is suitable for a particular type of food, given the distances to be travelled from source to plate.
273. Pupils investigate major food producing areas, the impact of climate on the production of crops and the lives of the local inhabitants. Most of them ask and answer geographical questions with good levels of knowledge.
274. In lower key stage 2, pupils discuss with growing confidence how communities can have a profound impact on the environment and the reliance on our ecosystem to sustain life. Most of them understand the importance of rainforests and that conservation is needed to sustain life. Pupils relate this understanding with maturity to their own school environment and the need for its protection for future generations.
275. In upper key stage 2, most pupils reflect well on the cause and impact of natural disasters, for example earthquakes, on the environment. During 'reporting back' sessions, they use a good range of appropriate subject vocabulary.
276. Older key stage 2 pupils are developing a good knowledge and understanding of life in an African village. They compare the similarities and differences in the human and physical features with that of their own locality. Most pupils formulate good ideas and opinions about the main differences between a village school in Trellech and one in North Africa.

Shortcomings

277. During key stage 2, pupils acquire a limited range of geographical skills due to the narrow range of topics covered.
278. In both key stages, pupils' knowledge about the geography of Wales is underdeveloped, especially in relation to their local area.

Art and design

Key stage 1: Grade 2 – good features and no important shortcomings

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

Good features

279. In key stage 1, most pupils respond well both practically and imaginatively to the work of a good range of artists and craft workers from their own and other cultures.
280. When studying examples of the work of the Welsh artist Dan Llwyn Hall, most pupils are able to discuss the different media he used and describe characteristic features of his work. They competently explain 'in the style of' using appropriate language such as 'blending colours'. They are confident with a range of techniques and create good images using oil pastels, wax and paint.
281. Nearly all pupils evaluate their previous work, talk about it well in relation to that of others and consider ways in which they could improve it.
282. In key stage 2, the majority of pupils make good progress in further developing their artistic skills in both two and three dimensions and widen their familiarity with a variety of artists and designers.
283. In years 4 and 5, the majority of pupils think carefully about their designs for a 'mythological mask' and the materials they will use for different features of its face. They select appropriate materials such as chicken wire, bubble wrap and paint, considering their original designs.
284. With the help of a local sculptor, pupils in key stage 2 make sculptures from compacted foam, carving out the shapes of animals, trees and monsters using a range of tools. The finished sculptures of many pupils demonstrate a good awareness of form.
285. By the end of key stage 2, most pupils understand the vocabulary of art and use terms such as 'composition', 'foreground' and 'background' appropriately. They use pencils skilfully to sketch outlines ready for painting landscapes in the style of Kyffin Williams. They show good regard for the range of colours used by Williams and mix their own colours effectively to recreate the shades of green and grey that he used. They paint with good control and attention to detail and a good sense of line and tone.

Shortcomings

286. In upper key stage 2, a minority of pupils attempt a precise copy of an example rather than experimenting more freely with their own ideas.

Music

Key stage 1: Grade 2 – good features and no important shortcomings

Key stage 2: Grade 3 – good features outweigh shortcomings

Good features

287. The standard of singing throughout the school is good with no important shortcomings. By the end of key stage 2, most pupils understand musical terms such as 'pitch' and 'melody', can keep good time and display a growing sense of rhythm.
288. All year 2 pupils select appropriate instruments to represent the different sounds of an earthquake. They successfully experiment with possible sound effects. Most pupils can play their part in a group piece accurately, with the correct tempo and pitch and a few pupils experiment with using their voices to create different sounds. A few more able pupils explain how they increase the tempo of their tunes as the earthquake gets stronger.
289. All pupils in years 3 and 4 work well collaboratively to compose simple tunes. They incorporate tuned and un-tuned percussion instruments in their compositions, creating effective musical phrases depicting a variety of sounds associated with the ocean. They record their work in pictorial form and perform it well, paying attention to a pupil conductor.
290. Pupils in years 3 and 4 are learning to appraise their own work and that of other group members. Their written evaluations are extremely good, noting how well each group did and suggesting ways in which they could improve.
291. All pupils in years 5 and 6 work well in groups to compose simple tunes and most pupils are able to explain the story behind their compositions to the remainder of the class. The pupils who receive tuition from specialist teachers support the group compositions very well, thereby creating more interesting and varied sounds.

Shortcomings

292. Pupils in upper key stage 2 do not build well enough on the good practice acquired earlier in the key stage by recording their compositions pictorially. They do not, for example, delegate the role of conductor to one of the group, to create a more polished performance.

Physical education

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

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

Good features

293. All pupils throughout both key stages understand the need to warm muscles before vigorous exercise begins. Most have a very good understanding of the benefit of exercise on their bodies and how it helps them to maintain a healthy lifestyle.

294. Throughout the school, the majority of pupils develop a good range of movement skills in floor work during gymnastics and practise these with considerable energy and poise. Most pupils co-operate very well in small groups to create sequences of movements that they perform confidently. Nearly all pupils' ability to reflect on their work is a good feature across all aspects of physical education.
295. In year 1, most pupils progress well in gymnastic skills by combining a range of high and low level movements using a variety of body parts and ways of using them. Their understanding of using space is good. Instructions are followed accurately with the majority of pupils showing a good understanding of the vocabulary related to movement.
296. In lower key stage 2, most pupils use good imagination when they successfully use body movements to represent 'Singing in the Rain'. Nearly all put together flowing sequences of body shape and movements. They clearly appreciate good performances either by their classmates or demonstrated by teachers, improving their own performances as a result.
297. Although no swimming was observed, evidence clearly indicates that by the end of key stage 2, nearly all pupils swim 25 metres unaided and are familiar with the principles of water safety.
298. All pupils in key stage 2 benefit enormously from the opportunity to take part in a wide range of progressively more challenging adventurous outdoor activities that include canoeing, caving, climbing and surfing. This is an outstanding feature.
299. In games in upper key stage 2, pupils send and receive balls with accuracy during hockey training sessions. Most change pace quickly and safely and collaborate well in team situations, abiding by rules and sharing equipment sensibly.
300. Older pupils benefit from a range of well-organised competitive events with other schools, including field games. Pupils take part in a wide range of sporting activities in school time and also in out-of-hours clubs. These activities include football, netball, gymnastics and dance. These extra-curricular activities have a positive impact on standards achieved in physical education.

Shortcomings

301. There are no important shortcomings.

Religious education

Key stage 1: Grade 2 – good features and no important shortcomings

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

Good features

302. Throughout the school, all pupils make good progress in developing a secure knowledge and understanding of the beliefs and practices of Christianity and other major faiths represented in the United Kingdom such as Hinduism, Islam, Sikhism and Judaism.
303. During key stage 1, all pupils become aware of important festivals for Christians, Muslims and Hindus and some customs related to them. In year 1, for example, pupils compare the special foods eaten by Christians at Easter and Muslims during Eid-ul-Fitr. Nearly all pupils understand some of the similarities and differences between the two religious traditions relating to food and eating.
304. Most pupils in key stage 1 are developing a good understanding of the meaning and significance of Easter for Christians and are familiar with the story of how Jesus died.
305. Through their study of shared values such as sharing, friendship and how we need to care for the world, most pupils in key stage 1 increasingly use personal reflection to consider the feelings of others and their responsibilities towards one another.
306. By the end of key stage 1, the majority of pupils are becoming aware of the use of symbolism in religion. More able pupils, for example, explain that the Jewish Seder plate symbolises new life and morning and that the cross represents the crucifixion of Jesus and is an important symbol for Christians.
307. Throughout key stage 2, pupils use a good variety of methods to find relevant information about different religions. They listen to stories and read extracts from the Bible, watch videos, visit a range of places of worship and use the Internet to ask and answer questions about various faiths.
308. In lower key stage 2, through their re-enactment of the Stations of the Cross, pupils effectively deepen their knowledge of the meaning and significance of Easter for Christians. Most pupils reflect well on how Jesus and key people such as Pontius Pilate, Simon and Mary might have felt at different points in His journey to the cross.
309. By the end of key stage 2, most pupils demonstrate good knowledge of the main religious beliefs and practices and are very respectful of differing viewpoints. By year 6, many pupils express their views in a very mature way, reflecting thoughtfully on the importance of faith and shared values in everyone's life. One pupil expressed very succinctly the views of the majority: "All religions have important values we could all learn from."

Shortcomings

310. There are no important shortcomings.

School's response to the inspection

The school welcomes the inspection team's finding that, "Trellech Primary is a rapidly improving and happy school." In the past 12 months we have undertaken rigorous and detailed reviews of how well we are doing as a school and we are pleased that these systems have been identified by the inspectors.

We are very proud of our school, its facilities and the opportunities that we have designed for our learners. We are therefore particularly pleased that inspectors found that there are, "many good features and a few outstanding ones in the quality of...provision for all learners."

Our self-evaluation process identified and clearly stated that academic performance in English, mathematics and science was below where it should be and where we would like it to be. It stated clearly that this would be the main focus until it improved. We are pleased that inspectors noted the actions we have put into place already to address these issues. In particular, we are pleased to note that inspectors have stated on a number of occasions that, "improvements have already been made," and "strategies have been put into place but have yet to show an impact on standards."

The inspection team acknowledged, "a variety of valid reasons" that have hampered progress in some areas of strategic development. Since the inspection we have been able to appoint a part-time assistant headteacher to further strengthen the leadership team and improve long-term planning.

We are particularly pleased and proud that inspectors deemed some of the lessons they observed, the quality & variety of extra-curricular clubs and activities, promotion of education for sustainable development and global citizenship, links to schools around the world, links with parents, links with the community, our website, outdoor learning and play provision across the school, our outdoor and adventurous activities programme and aspects of bilingualism in key stage 2 to be "outstanding".

Finally, we are reassured that two of the team's four recommendations were already identified by the school and thus included in our school improvement plan. We will now formulate our action plan as part of our on-going school improvement planning based on the recommendations of the inspection team.

Appendix 1

Basic information about the school

Name of school	Trellech C.P. School
School type	Primary
Age-range of pupils	4 to 11
Address of school	Trellech Monmouthshire
Postcode	NP25 4PA
Telephone number	01600 860395

Headteacher	Stephen King
Date of appointment	January 2008
Chair of governors/ Appropriate authority	Ken Jacob
Registered inspector	Stephanie James
Dates of inspection	31/03/09 to 02/04/09

Appendix 2

School data and indicators

Number of pupils in each year group								
Year group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of pupils	30	26	23	25	27	21	21	173

Total number of teachers including the headteacher			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	5	7.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.7:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28.8
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to the inspection		
Term	Reception	Rest of school
Spring 2008	93.8%	93.6%
Summer 2008	91.8%	93.2%
Autumn 2008	96.0%	93.4%

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

Appendix 3

National Curriculum Assessment Results 2008 of Pupils in the School and Nationally at the end of Key Stage 1:

National Curriculum Assessment KS1 Results 2008		Number of pupils in Year 2		25				
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School		4	29	54	13	
		National		4	14	63	19	
En: reading	Teacher Assessment	School		4	25	54	17	
		National		4	15	55	26	
En: writing	Teacher Assessment	School		4	42	54	0	
		National		5	16	68	11	
En: speaking and listening	Teacher Assessment	School		4	4	79	13	
		National		2	11	63	24	
Mathematics	Teacher Assessment	School		0	8	83	8	
		National		2	11	65	22	
Science	Teacher Assessment	School		0	8	92	0	
		National		1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English by teacher assessment			
In the school	67	In Wales	81

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

National Curriculum Assessment Results 2008 of Pupils in the School and Nationally at the end of Key Stage 2:

National Curriculum Assessment KS2 Results 2008		Number of pupils in Year 6		24						
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School				0	0	21	50	29
		National				1	3	16	51	29
Mathematics	Teacher assessment	School				0	4	17	46	33
		National				1	3	15	51	30
Science	Teacher assessment	School				0	13	25	63	0
		National				2	11	54	32	

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
In the school	54	In Wales	76

D Pupils who are exempted or disapplied under statutory arrangements from part or all of the National Curriculum
N Pupils who failed to register a level for reasons other than absence
W Pupils working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent nine inspector days in the school. They were joined by a peer assessor for the whole of the inspection period. The headteacher was the school's nominee. The team met before the start of the inspection.

Inspectors visited:

- forty lessons or part-lessons;
- 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, teachers, support and administrative staff;
- groups of pupils;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- fifty-three 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 the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Context Summary Appendices Contributions to key questions 1 and 2 Key question 5 Under-fives English History Art Religious education
Peter Clark Team Inspector	Contributions to key questions 2 and 4 Key question 6 Mathematics Science Geography Physical education
Charlotte Roberson Lay Inspector	Contributions to key questions 1, 3 & 4
Helen Smith Team Inspector	Contributions to key questions 2 and 3 Key question 7 Welsh second language Design and technology Information and communications technology Music
Janette Richards Peer Assessor	Contributions to team meetings and the evidence base
Stephen King Headteacher / Nominee	Contributions to team meetings and provision of information

Contractor:

Lincolnshire Inspection Team
37 Park Drive
Grimsby
North-east Lincolnshire
DN32 0EG

Acknowledgement

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