

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**YSGOL GYMRAEG Y FENNI
OLD HEREFORD ROAD
ABERGAVENNY
MONMOUTHSHIRE
NP7 6EL**

SCHOOL NUMBER: 679/2317

DATE OF INSPECTION: 14TH – 16TH JUNE 2004

BY

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REGISTERED INSPECTOR: W248/17717

DATE: 16TH AUGUST 2004

UNDER ESTYN CONTRACT NUMBER: C/T/248/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NAfW	-	National Assembly for Wales
NQT	-	Newly Qualified Teacher
PSE	-	Personal and Social Education
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Gymraeg y Fenni provides Welsh-medium education for four to eleven-year-olds in the Abergavenny area of Monmouthshire. It serves an extensive catchment area, which includes the Abergavenny area and nearby villages, and extends in an easterly direction as far as Monmouth, and Usk and Little Mill in the south. The school has moved since the last inspection from the village of the Bryn to its present location on the outskirts of the town. Plans are being considered which involve moving the school at some time in the future to a larger site, as part of the re-organisation of primary education in the Abergavenny area.

At present there are 103 pupils on roll; they are distributed across four classes. There is no provision for nursery-age children. Two thirds of the pupils come from an urban area and the remainder from the nearby rural villages. The school notes that around 80% of them come from areas that are neither prosperous nor economically disadvantaged, approximately 15% come from comparatively prosperous areas and the remaining 5% from economically disadvantaged areas. Pupils represent the full range of ability. 3% of pupils come from homes where Welsh is the main language spoken. No one is entitled to free school meals. 10 pupils are on the stages of the CoP for SEN; none are statemented. Around 6% come from ethnic minority backgrounds.

The school's aims and objectives are to:

- provide a balanced and effective education for every child;
- help pupils attain the highest standard possible linguistically and numerically;
- help pupils to develop lively, inquiring minds and apply themselves to tasks, and creative and physical skills of all kinds;
- foster respect for religious and moral values, and tolerance towards people from different cultures;
- further understanding of the world around them and how individuals, groups and nations depend on one another;
- help pupils to appreciate human achievement.

The school's priorities for this year are to;

- revise the documentation for introducing Welsh and physical education and update the under-fives policy;
- monitor Welsh, mathematics and science;
- revise the SEN policy;
- complete the PSE and citizenship policy;
- purchase more music resources;
- revise the health and safety policy;
- continue to develop the roles of subject co-ordinators;
- develop self-evaluation amongst pupils and staff;
- provide a teachers' handbook and a handbook for new co-ordinators;

- provide additional support in the reception class and other classes;
- develop the school's environment and arrange storage space for under-fives' and physical education equipment;
- undertake a survey of the buildings;
- ensure that the behaviour policy is effective;
- use parental expertise;
- continue links with the local community;
- contact local businesses and continue with the mini-business ventures in Y5 and Y6;
- further develop links with the Urdd and improve links with nursery playgroups;
- ensure the continuation of the school's representation on local committees.

The school was last inspected in May 1998

2. MAIN FINDINGS

The main findings of the report

This school has an extremely pleasant atmosphere. The head provides sound leadership and teachers work as a team. Teachers display respect for the pupils and they, in turn, respond to them with self-discipline and maturity.

- The quality of the educational provision for under-five children taken overall is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
- Standards in the six areas of learning for five-year-old children are as follows:

	Reception
Language, literacy and communication skills	Satisfactory
Personal and social development	Very good
Mathematical development	Good
Knowledge and understanding of the world	Very good
Physical development	Very good
Creative development	Good

- Overall, across the school, standards are satisfactory or better in all work seen, including about 71% which is good and approximately 11% which is very good.

- Standards in NC subjects and religious education are as follows:

Subjects	KS1	KS2
Welsh	Good	Good
English	Not applicable	Good
Mathematics	Good	Good
Science	Good	Good
Design and Technology	Good	Satisfactory
Information Technology	Good	Good
History	Good	Good
Geography	Very good	Good
Music	Good	Good
Art	Good	Satisfactory
Physical Education	Good	Good
Religious Education	Good	Very good

- Standards are very good in English and history at the upper end of KS2.
- In the reception class, under-fives' progress and achievements across the six areas of learning are generally good; children communicate in a lively manner and use numeracy and ICT purposefully in a variety of contexts. In KS1 and KS2, standards in listening, speaking, reading, writing and numeracy are good, and are satisfactory in ICT. Although good practice already exists in the school, with regard to the presentation of key skills, provision is inconsistent between classes.
- Spiritual, moral and cultural development is good and social development is very good. Assemblies are soundly based on Christian values and contemporary, and includes appropriate messages for pupils. Their awareness and understanding of the difference between good and bad is good. Within the school, appropriate emphasis is placed on respect for the individual, for others, and for property. Teachers provide pupils with sensible responsibilities. Their moral and social responsibility is fostered very well by supporting a number of charities. Pupils' awareness of Welsh culture, and the culture of a number of other countries, is good.
- Pupils' behaviour and attitudes to their work is very good. They display the ability to concentrate well in lessons and school assemblies. There is a healthy hustle and bustle during play but order and care are maintained throughout. The school has policies to ensure a high standard of behaviour and these are implemented successfully.
- Pupils' attendance is good with a 95.1% attendance rate over the last three months. The school has detailed policies and arrangements for pupils' attendance and for receiving information about absences promptly. Although the vast majority of pupils arrive at school punctually, a small percentage arrives late and this adversely affects the education of the rest of the class.
- Across the school, the standard of teaching is satisfactory or better in all lessons observed including about 43% which is good and approximately 27% which is very good. In

lessons that are very good, lesson aims are clear, teachers have high expectations and provide pupils with a good language model. Where lessons are good, teachers present subjects and tasks in a lively manner and pace lessons appropriately and keep pupils' interest. When lessons are only satisfactory, lessons are not sufficiently lively, pupils are not always clear about the lesson's aim nor of the requirements of the task set.

- Assessment and recording and reports to parents are good. Overall, assessment arrangements for the under-fives are very good. A link booklet is provided for each child, which effectively shares information between school and home. A series of national and county tests are used during the year, which give effective summative information on pupils' progress in core subjects in NC classes. Targets are set for all pupils. In the best examples, marking of pupils' work is consistent and includes positive comments; however, it is not always sufficiently detailed and ideas as to how work can be improved are limited. A folder for each pupil contains a range of work but the work is neither dated nor sufficiently annotated in order to indicate individuals' progress. Arrangements for reporting and presenting reports to parents are good and comply with statutory requirements.
- The quality of the curriculum is good; it is broad, balanced and relevant. For under-fives, it has been well planned across the six areas of learning. There are effective policies and schemes of work for NC subjects and religious education. Very good attention is paid to sustainable development and pupils are introduced effectively to the diversity of the world including European awareness and to be appreciative of other races. The school has responded positively with regard to introducing PSE, and pupils realise their responsibilities as citizens. Planning for key skills is insufficiently detailed. Provision for the cwricwlwm Cymreig is good, and a broad programme of extra-curricular activities is provided for pupils including opportunities to play team games. Suitable homework is provided which complements class work. The school's curricular provision is socially inclusive.
- Support, guidance and pupils' welfare is very good. Arrangements for supervising pupils from day to day are effective. Teachers are caring and sensitive to individual pupils; they are happy at school, enjoy their lessons, and are willing to turn to their teachers for any help or advice. Staff have a very good knowledge of the detailed guidelines for child protection, and arrangements for implementing them are well established. The school provides clear information on the misuse of alcohol and drugs, and sex education, and parents who expressed an opinion support the provision fully. The school's equal-opportunities policy ensures equal opportunities for all.
- The quality of provision for pupils with SEN is very good and conforms fully with the requirements of the CoP 2002. Pupils make progress which is at least good in line with their ages and abilities. Support in class is good and ensures that pupils are fully integrated into the life and work of the school. Suitable IEPs are provided for pupils with SEN and they include clear and achievable targets. Provision for able children is very good. Good support given by a specialist teacher boosts the progress of pupils with SEN. Parents of these children are regularly consulted.
- Partnership with parents is very good, and with the community, schools and other institutions, it is good. Links with parents are very effective and a home-school agreement has been implemented. Many parents come into classes to listen to reading, help with art

and the Urdd and with other extra-curricular activities. Partnership with the community includes links with the churches and chapels. With Ysgol Gyfun Gwynllyw, partnership is very good and includes close co-operation, and sound and structured transition arrangements. Links with other secondary schools to which some pupils transfer are appropriate. Links are good with the cluster of schools that feed Ysgol Gyfun Gwynllyw and with other primary schools within the LEA. At present, the school does not receive students from teacher training institutions, but receives a number of secondary pupils on work experience.

- Partnership with industry is good. Y5 and Y6 pupils take part in a small business venture making flower pots under the guidance of a local potter, costing them, and selling them to the parents. An estate agent, a plumber, a beekeeper, a doctor and an optician discuss their work with the pupils. A local transport company has sponsored books for older pupils on the dangers of drugs. As yet, teachers have not had an opportunity to experience work in industry.
- The quality of self-evaluation and planning for improvement is good. A self-evaluation culture has been established at the school. The balanced judgements presented in the self-evaluation report correspond broadly with the findings of the inspection. Effective use is made of local and national data to compare aspects of the school's performance. Staff are aware of the importance of self-evaluation in order to raise standards and evaluate lesson plans regularly. Co-ordinators monitor schemes within their subjects effectively but monitoring the quality of teaching and learning is insufficiently developed.
- Leadership and efficiency are good. The head provides very good leadership. She has been in post since the school's establishment and has a detailed overview of all matters appertaining to the school's daily life and a long-term vision for its future. Staff meetings are held regularly and lines of communication in the school are clear. Everyone employed at the school has a job description. Subject responsibilities have been appropriately allocated. Performance management procedures have been established for all members of staff, and are operating effectively. Professional development through INSET, is appropriate. The GB is very supportive of the school. Daily routines proceed effectively and time is not wasted. The school's financial management is sound and resources are well managed.
- Staffing is good. The school has a sufficient number of teaching and other staff. There is no other adult, in addition to the teacher, in the reception class at all times, and this impairs the linguistic development of under-fives. Administrative staff, caretaker, kitchen staff and the supervisors contribute effectively to the smooth running of the school.
- Accommodation is good. It is suitable for the number of pupils and efficient use is made of space, although the room for a large class of Y1 and Y2 pupils is small. The building and the mobile classrooms have been adapted for pupils with physical disabilities. Extensive use is made of the large hall and the field which is at the school's disposal during the day. Colourful displays contribute satisfactorily to pupils' education. There is no discreet play area for under-fives.
- Resources are good. The school has an appropriate collection of resources which is sufficient to meet the needs of the NC and religious education in each school year. Availability of resources is good and regular and appropriate use is made of them during

lessons.

- Good progress has been made since the last report and the school gives good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Overall, standards across the school are satisfactory or better in all the work seen, including about 71% which is good and approximately 11% which is very good.

- For the under-fives, standards are at least satisfactory including approximately 45% which is good and about 23% which is very good. They are very good in personal and social development, knowledge and understanding of the world, and physical development; good in mathematics and creative development, and satisfactory in language, literacy and communication skills.
- In KS1, standards are satisfactory or better in all work seen, including about 80% which is good and approximately 10% which is very good. Standards are very good in geography, good in Welsh, mathematics, science, design and technology, information technology, history, art, music, physical education and religious education.
- In KS2, standards are satisfactory or better in all work seen, including about 67% which is good and 11% which is very good. Standards at the upper end of the school are consistently good and very good. Standards are very good in religious education, good in Welsh, English, mathematics, science, information technology, history, geography, music, physical education and satisfactory in art and design and technology.
- In the 2003 teacher assessments in KS1, 88% of pupils had level two or higher in Welsh, mathematics and science. This is higher than the national percentage of 80%, and slightly lower than the median for Welsh-medium schools in the same category. The percentage of boys who achieved level two or higher is 66.6% compared to a national percentage of 75.6%; the percentage of girls who attained level two or above is 100%, compared with the national percentage of 83.5%.
- In the national tests and assessments in 2003 in KS2, 81.25% of pupils achieved level four or above in Welsh or English, mathematics and science. This is higher than the national percentage of 69.9% and slightly higher than the median for Welsh-medium schools with up to 8% free school meals. The percentage of boys who attained level four or above is 91.6%, compared with the national percentage of 67.3%; the percentage of girls who attained level four or above is 40%, compared to the national percentage of 72.6%.

3.2 Standards Achieved in Key Skills across the Curriculum

- For the under-fives progress and achievements in key skills across the curriculum is generally good. In KS1 and KS2, standards in listening, speaking, reading, writing and numeracy are good, and are satisfactory in ICT. Although good practice already exist in

the school with regard to presenting key skills, provision is inconsistent between classes.

- Children under five communicate in a lively manner across the areas of learning and use numeracy and ICT purposefully in a variety of contexts.
- The quality of listening in collective worship sessions is very good and pupils display respect for the contributions of others. By listening sensibly, they succeed in making lively contributions to discussions, especially at the upper end of the school; in subjects such as music, they listen critically.
- In KS1, pupils speak clearly as they talk to their peers, teachers and adults. They display a good grasp of technical terms in some subjects, for example in their scientific work.
- In KS2, pupils speak in a lively manner and change to more formal language as necessary. They role-play in a historical context extremely effectively. The majority speak aloud with confidence, and their mastery of terminology across the curriculum is generally good, especially in geography, science and physical education.
- Pupils in both key stages discover information they need quickly from books, and sort and use it correctly. When using the internet, they read well from the screen. They have no difficulty in reading worksheets.
- Across the curriculum, there are good examples of writing for different purposes in both key stages, with the use of correct syntax in the work. The majority can adapt their style for different subjects and audiences.
- Pupils across the school make good use of data in several subjects and they interpret it sensibly. They discuss number problems confidently, for example, in relation to temperature when recording weather. They measure precisely and apply their mathematical skills and knowledge effectively to scientific investigations in a number of contexts.
- Pupils' ICT skills are satisfactory in NC classes, but insufficient consistent use is made of computers in the majority of classes. Y5 and Y6 pupils use the computer effectively to compose music. KS2 pupils use CD-ROMs and the interactive whiteboard occasionally to reinforce knowledge and they make satisfactory use of e-mail. However, limited use is made of computers across the school for word-processing, creating tables and graphs.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral and cultural development is good and their social development is very good.

- The school complies with statutory requirements for daily collective worship. Assemblies are firmly based on Christian values and contemporary issues and include relevant

messages for pupils. They reflect sensibly on what is presented to them and the especially good quality singing contributes to the delightful devotional atmosphere.

- Experiences in poetry and music extend pupils' sense of wonder and they respond satisfactorily to these opportunities; the spiritual element is less evident in art. Circle time is of a good standard and contributes effectively to pupils' good self-awareness.
- Pupils have a good awareness and understanding of the difference between good and bad. Within the school appropriate emphasis is placed upon respect for the individual, for others and for property. Teachers and pupils feel strongly that moral values are the core of the school's success. Pupils are willing to discuss moral aspects such as kindness and honesty, and they do this sincerely. The quality of relationships across the school is very good.
- Teachers provide pupils with sensible responsibilities, such as their prominent role in the school council. Also, older pupils look after younger pupils conscientiously, and, across the school, pupils take pride in opportunities provided for them to display initiative.
- The school takes advantage of every opportunity to play a prominent role in the daily life of the community, who in turn appreciates the role and contribution of pupils and staff.
- Pupils' moral and social responsibility is fostered very well through the support given to a number of charities. Pupils display a good knowledge of the purpose and outcomes of humanitarian work.
- Pupils' awareness of Welsh culture on a local and national level, is good. Pupils play a prominent role in Urdd activities. Other cultures and religions are presented to them in a positive manner by means of comparative studies in geography and religious education.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes to work are very good.

- Pupils display the ability to concentrate well in lessons and in school assemblies.
- There is a healthy hustle and bustle during play but through it all, order and care are maintained.
- The school has policies to ensure behaviour of a high standard and these are implemented successfully.
- Evidence was received from parents, governors and supervisory staff which confirms the judgement that high expectations with regard to discipline are realised both within the school and when pupils go on visits to the community and beyond.

4.3 Attendance

Pupils' attendance is good with 95.1% present during the last three terms.

- The level of unauthorised absences is low and the school operates a sound policy together with arrangements with regard to pupils' attendance and receiving information about absences promptly.
- The school undertakes registration carefully and accurately.
- Although the vast majority of pupils arrive at school punctually, a small minority arrive late and this has an adverse effect on the education of the rest of the class.

5. QUALITY OF EDUCATION

5.1 Teaching

Across the school teaching is at least satisfactory or better in all lessons seen, including about 43% which is good and approximately 27% which is very good.

- For the under-fives, teaching is at least good including approximately 34% which is very good.
- In KS1, teaching is at least satisfactory or better in all lessons seen, including around 66% which is good. In KS2, teaching is at least satisfactory or better including about 22% which is good and approximately 39% which is very good. Teaching at the upper end of the key stage is very good.
- In the very good lessons, lesson aims are clear, teachers have high expectations and offer pupils a good language model. Learning strategies are varied and are always suitable for the task set.
- In lessons judged to be good, teachers present subjects and tasks in a lively manner making good use of the voice to maintain pupils' interest. The pace of lessons is good and pupils remain on task for extended periods. They are constantly encouraged to offer thoughtful answers and teacher intervention as students complete their tasks is of a high standard.
- When lessons are only satisfactory, lessons are not sufficiently lively and pupils are not always sure about the aim of the lesson or the requirements of the task.

5.2 Assessment, Recording and Reporting

Assessment, recording and reporting are good.

- The school receives valuable information about their children from parents and guardians when they are admitted to school. LEA baseline assessments are administered after allowing a period for the children to settle; the school makes appropriate provision if results cause concern about individuals after they settle in the reception class.
- Daily and termly targets are set for children under-five. A link booklet is kept for each child which shares information between home and school effectively. Overall, assessment arrangements for under-fives are very good.
- A series of national and county tests are administered during the year which give effective summative information on pupils' progress in the core subjects in NC classes. In addition, the school has also devised a programme for assessing foundation subjects annually.
- The school has recently revised its procedures for transferring information effectively from one class to another at the beginning of a year. Assessment information is also transferred effectively to the comprehensive school.
- Pupils' reading experiences are appropriately recorded across the school.
- Targets are set for every pupil. They are displayed on the covers of their books in KS1 and on their desks in KS2; the date for setting them is recorded and praise is given when they are achieved.
- Procedures for assessing SEN pupils are good; less able pupils have appropriate attention and relevant arrangements are made for challenging bright pupils.
- In the best examples, marking of pupils' work is consistent and includes positive comments; however, it is not always sufficiently detailed and ideas as to how work could be improved are infrequently given.
- The school has a subject portfolio in Welsh, mathematics and science. Although the work is levelled, they have not all been dated nor annotated in sufficient detail. As yet, subject profiles have not been prepared in English nor in foundation subjects.
- Each pupil has a folder which contains a range of work. The work is neither dated nor sufficiently annotated to indicate clearly an individual's progress.
- Arrangements for reporting to parents and presenting reports are good and conform with statutory requirements.

5.3 Curriculum

The quality of the curriculum is good; it is broad, balanced and relevant.

- For the under-fives, curricular provision has been well-planned to offer practical activities and experiences across the six areas of learning. Pupils have appropriate opportunities to work and play together in a structured manner and make their own

choices.

- In KS1 and KS2, the curriculum is well-organised and the school ensures that the themes for the three NC classes are broadly similar in order that visits, which are suitable for a combination of classes, can be arranged. As there are two age-groups in each class, planning extends over two years.
- There are policies and schemes of work for NC subjects and religious education. Although they differ somewhat with regard to detail and their relevance to the school, they are effective documents, and weekly planning is appropriate.
- Good attention is given to sustainable development through the subjects and daily activities such as school recycling. Pupils are effectively introduced to the diversity of the world as they look at the profile of different countries, celebrate the customs of other countries and develop a European awareness.
- The school responded positively to the introduction of PSE based on ACCAC guidelines. Pupils realise their responsibility as citizens in the School Council.
- Although there are a number of examples of good practice in the school's provision for key skills, planning for them is insufficiently detailed.
- Provision for the cwricwlwm Cymreig is good in a large number of subjects, for example, KS1 pupils are introduced to Welsh heroes such as William Morgan and KS2 pupils study extracts from the Tales of the Mabinogion.
- A good programme of extra-curricular activities is provided for pupils including opportunities to play team games. Older pupils experience residential activities in Llangrannog.
- A striking feature of curricular provision is the use made of visitors to school who share their expertise. Y5 and Y6 pupils benefit from learning French as part of a project with other schools feeding Ysgol Gyfun Gwynllyw.
- Appropriate homework is provided which complements class work; the home school link book helps parents understand the requirements.

The school's curricular provision is socially inclusive and every pupil has full access to it.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is very good.

- Health and safety matters are managed through useful policies. These are implemented in a balanced manner, and pupils are aware of a number of matters which are relevant to their daily lives, such as the importance of applying sun cream to their skin and wearing a hat in hot weather.

- Supervision arrangements for pupils have been clearly stated in the documentation, and are implemented effectively from day to day.
- Teachers are caring and sensitive towards individual pupils. They display respect for pupils and the 'Success Tree', green cards and certificates and the school's golden rules boost pupils' self-confidence and reinforce their personal development. Pupils state that they are happy at school, that they enjoy their lessons and are willing to turn to their teachers for any help or advice. Educational support is good.
- Regular attention is given to pupils' personal welfare and to health and safety matters, for example, pure water is provided for pupils to assist them concentrate on their tasks. A number of members of staff have a first aid qualification.
- A very beneficial link has been developed between the school and a number of agencies, such as the police, the fire brigade and the nurse; these numerous links promote good support and guidance.
- Staff display a very good knowledge of the detailed guidelines provided in relation to child protection; implementation arrangements are well established. As part of the PSE provision, the school provides clear information about the misuse of alcohol and drugs and the likely effects and results of misusing them. The policy on sex education is detailed and parents who expressed an opinion support the provision fully.
- The school's equal opportunities policy ensures that no pupil suffers prejudice on the grounds of race, language, educational ability, social status or disability. The policy operates well in the school's daily life.
- Good practical steps are taken to ensure pupils' safety while they are at school, including securing gates and entrances with locks, and the use of security cameras.
- Fire drills are held regularly and there are sufficient fire extinguishers in the school.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is very good.

- Provision for the ten pupils on the SEN register is suitable and effective, and complies fully with the requirements of CoP 2002. These pupils make progress which is at least good according to their age and ability; no pupils are statemented.
- Effective use is made of standardised tests in order to identify SEN early.
- Pupils with SEN have full access to all NC areas, and the good support they receive in the classes ensures that they integrate fully into the school's life and work. This contributes directly to good social inclusion.
- The SENCO keeps a register of pupils with SEN and this is regularly reviewed.

- The SENCO, class teachers and the specialist teacher provide appropriate IEPs for pupils with SEN, which include clear and achievable targets.
- Appropriate differentiated work is set in the majority of lessons to cater for the needs of pupils of different abilities. Provision for able children is very good.
- Good support provided by the specialist teacher enhances the progress of pupils with SEN. She gives beneficial support to KS1 pupils outside the classroom and works effectively in KS2 with small groups outside the classroom and with individuals in classrooms.
- Effective use is made of external agencies, and the designated governor gives good support.
- Parents of SEN pupils are consulted regularly, and the close liaison between school and home promotes improvement.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership with parents is very good, and with the community, schools and other institutions, it is good.

- Parents receive information before their child starts school about provision and expectations.
- The school's prospectus is comprehensive and easy to understand and there is termly information about the themes each pupil will be studying. There is also an end of term magazine.
- Parents have indicated their satisfaction, through questionnaires and in a public meeting, with the education provided and also the help given by staff to pupils and parents. The home-school agreement is in place.
- The SFA is active and raises an honourable sum of money towards pupils' education, and sometimes, individual parents contribute to specific needs.
- Many parents come in to classes to listen to reading, help with art, the Urdd work and other extra-curricular activities.
- The school offers parents classes to improve their Welsh so that they can assist their children with homework.
- Partnership with the community includes links with the churches and chapels and a minister comes to school to contribute to services; pupils also hold services in a local chapel or church from time to time. The school visits places of interest in the vicinity in order to extend class work.

- Pupils visit a nearby home for the elderly and share out fruit there and entertain the residents.
- Local residents come to school to talk to the pupils about their life and work.
- The partnership with Ysgol Gyfun Gwynllyw is very good with close co-operation and sound and structured bridging arrangements, which include teachers from both sectors visiting one another to look at standards and subject teaching strategies. Y6 pupils visit the Secondary school on a number of occasions to take part in activities which assist them to settle down there. Teachers from the secondary school also visit this school, and there are regular management and curriculum meetings between head teachers and at subject responsibility level. The school receives good quality feedback from the secondary school on pupils' further development. Links with the other secondary schools to which some pupils transfer, are appropriate.
- There are good links with the school cluster that feeds Ysgol Gwynllyw in games and also through the Urdd and with other primary schools through LEA arrangements.
- The school receives regular visits from a number of agencies such as the policewoman who calls to discuss the dangers of drugs, road safety officers, a nurse and a postman.
- Gwent Theatre comes to the school to give Welsh-language performances and authors visit.
- The school makes full use of all the appropriate services provided by the LEA and its officers and specialists visit regularly.
- At present, the school does not receive students from teacher training institutions but a number of secondary school pupils come on work experience placements.

5.7 Partnership with Industry

Partnerships with industry are good.

- The school has made a marked effort recently to strengthen this partnership.
- The GB has formulated an appropriate policy, acknowledging the educational advantages that stem from working with the business world.
- Y5 and Y6 pupils take part in a small business venture making flowerpots under the guidance of a local potter, costing them and selling them in a parents' barbecue.
- An estate agent, a plumber, a beekeeper, a doctor, a farmer and an optician discuss their work with pupils.
- A local transport company sponsors books for older pupils on the perils of drugs.
- Teachers have not had an opportunity to experience work in industry.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good.

- A culture of self-evaluation has been established at the school and it is central to its development. The balanced judgement presented in the school's self-evaluation report corresponds broadly with the judgments of the inspection. The evaluation work undertaken in 2003/4 is of good quality, even though some of the observations on strengths and areas for development, noted in the SIP, are descriptive.
- Effective use is made of local and national data to evaluate aspects of the school's performance. National test results are analysed well in order to set appropriate targets. The school targets individuals carefully on the basis of knowledge they have of the pupil and of previous performance.
- The SIP is of good quality. It contains an honest evaluation of the previous plan. An explanation is provided of the GB's main decisions with regard to budget and expenditure implications, training and personnel. A number of outcomes and success indicators are noted though some of them are general and desirable rather than specific and measurable. The SIP sets out a detailed and ambitious self-evaluation scheme over three years and it prioritises well. Despite the fact that the school has experienced considerable uncertainty from the outset with regard to the location of its building, full consideration is given to those who are pupils at present.
- The staff are aware of the importance of self-evaluation in order to raise standards, and they regularly evaluate lesson plans. Co-ordinators monitor subject planning effectively but monitoring of teaching and learning has not developed sufficiently.
- The school receives good advice from the LEA with regard to a number of aspects with regard to development and quality. Evidence suggests that observations made at meetings have a beneficial influence on standards of achievement and quality of provision.

6.2 Leadership and Efficiency

Leadership and efficiency are good.

- The head's leadership is very good. She has been in post since the school's establishment and has a detailed overview of all matters relating to the school's daily life and a long term vision for its future. She appreciates her staff's efforts and fosters the team spirit which is so evident in the school.

- In the head's absence, responsibility is delegated to an appropriate teacher as there is no deputy. All staff have job descriptions.
- Lines of communication are clear. Staff meetings are held regularly and minutes indicate that whole school matters are discussed in them. The head ensures that every member of staff is informed first thing in the morning, of important matters which arise during the day.
- Subject responsibilities have been appropriately allocated. Subject co-ordinators are aware of their role and they work conscientiously.
- Performance management procedures have been established and they are implemented effectively for all members of staff. Professional development, by means of INSET, is appropriate.
- At present, the head takes charge of arrangements for inducting NQTs as there is a number of new teachers at the school.
- The GB is very supportive of the school. A number of them have given enthusiastic support since its establishment; their role has developed well during the last few years as they have developed an awareness of the NC and national tests.
- Daily arrangements proceed effectively and time is not wasted.
- The school's financial management is sound, and resources are well managed. The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are good.

- The school has an adequate number of teaching and other staff. There are four full-time teachers as well as the head who does not have charge of a class. One part-time teacher provides support for pupils with SEN. Teachers are qualified to teach all NC areas and religious education. The range of their initial qualifications is narrow, and is mainly in language and the humanities, but the commitment to INSET ensures that teachers' knowledge and skills is increasing in other areas; pupils benefit from a broad and balanced curriculum.
- Five music peripatetic teachers visit the school to offer instrumental lessons; some of this provision was inspected. Pupils make good progress and the standard of teaching is good.
- A full-time nursery assistant is employed and a teachers' aide works for six hours a week with groups and undertakes some administrative work. They promote the progress of pupils in their care effectively. The nursery assistant does not spend all her time with under-fives and the fact that there is no other adult, in addition to the teacher, in this class hinders children's linguistic development. In addition, an adult is employed to assist with

art and design and technology lessons in KS2; the two administrators work effectively on a part-time basis in the office.

- The caretaker works hard and takes obvious care of the accommodation; the school meals staff and supervisors contribute to the smooth running of the school.
- The accommodation is suitable for the present number of pupils, and the use of space is consistently effective, although the room for a large class of Y1 and Y2 pupils is small and there is no separate adult toilet. The accommodation is suitable for pupils with disabilities. Extensive use is made of the large hall and the field which the school can use during the day. Colourful displays contribute satisfactorily to pupils' education.
- There is no discreet play area for under-fives.
- The school's playground, which is well surfaced, is of a suitable size for the number of pupils, and has been well adapted for playground games.
- Resources are adequate to meet the needs of the NC and religious education. Their availability is good and regular and appropriate use is made of them during lessons.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Reception

The general quality of the provision for under fives taken overall is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning

Language, literacy and communication skills

Standards are satisfactory.

Good features

- Children listen well and understand all the observations and instructions give in class. The majority use the correct form of reply and basic language patterns correctly and purposefully. They use vocabulary linked to the park including the names of flowers and animals and their location vocabulary is correct as they discuss a walk on which they have been. They can name a number of items associated with the beach. They relate well to the characters in their favourite stories and can follow and recall a story in detail. They realise that pictures give them information about the contents of a book. They behave as readers and can handle a book correctly. They recognise and can form a range of letters correctly.

Shortcomings

- Children make limited use of Welsh when engaged in their activities as there are insufficient adults in the class to stimulate and lead communication.

Personal and Social Development

Standards are very good.

Good features

- Children socialise well in class and around the school. They respond confidently when speaking to adults. They work well together in groups and conform very well within a class situation and in a whole-school collective worship session. They work and play on their own confidently. They understand the order of the day's events and that they sometimes have to wait their turn. They are tolerant of others and respect each other's efforts. They remain on task for long periods of time and concentrate well and display self-discipline. They understand that there are rules they must follow in class and around the school and realise that they have to look after their bodies, that cleanliness is important and that they have a responsibility to look after their property. They begin to realise that people worship and pray in different ways.

Shortcomings

- There are no major shortcomings.

Mathematical Development

Standards are good.

Good features

- Children can count quickly up to ten, and the majority can handle a combination of numbers and add confidently. They apply their knowledge of number as they input instructions to an electronic toy. They understand the function of money and the reason for giving change in the class post office. They begin to understand the concept of symmetry as they paint a butterfly. They use language in relation to capacity appropriately as they fill, half-fill and empty equipment in the sand. They use the terminology relating to quantity and measurement correctly. They can record information about favourite animals by means of a graph. They have a good understanding of two-dimensional shapes and can arrange objects in sets and create a sequence based on colour.

Shortcomings

- There are no major shortcomings.

Knowledge and Understanding of the World

Standards are very good.

Good features

- Children realise that some people in the community help others. They understand the role of the doctor and the importance of the work of the police. They know what are the main features of the seasons and discuss changes in the weather correctly. A number of them can name parts of plants and know that flowers grow from bulbs. They know which animals live on the farm and what they can find on the beach. They understand that life in the past is different from life today and discover how toys have changed. They understand that people from different countries sometimes dress differently. They begin to familiarise themselves with locations within a place of worship. They learn that they have five senses and that each has a different purpose.

Shortcomings

- There are no major shortcomings.

Physical Development

Standards are very good.

Good features

- Children develop a good awareness of their bodies and move confidently with increasing control and co-ordination. They respond rapidly to instructions in formal physical education lessons and run, walk and change direction. They have a good awareness of space. They drag and push their bodies on the floor as they depict creatures moving and make complicated shapes with their bodies to convey a starfish and a crab. They develop a range of skills including pushing, pulling, climbing and balancing on large equipment. They steer tricycles competently. They display increasing control as they use a brush and writing equipment; they handle blocks of different sizes as they build towers and can handle small equipment as they play in a group and role-play.

Shortcomings

- There are no major shortcomings.

Creative Development

Standards are good.

Good features

- Children use a range of media to create effective pictures. They use paint and crayons well to produce realistic self-portraits. In line with their age and ability, they portray the shape of the body effectively. They work with a variety of materials to create a mural of a farm and animals' faces, and they use a computer paint program to create colourful pictures of a variety of animals. They role-play effectively as they display an understanding of the process of posting a letter and the work of the postman. They recall a number of traditional nursery rhymes, hymns, number and language songs, and sing enthusiastically. They use different musical instruments well to illustrate a story about the beach and discuss the sounds they hear there.

Shortcomings

There are no major shortcomings.

Welsh

Standards in both key stages are good.

Good features

- In KS1, pupils listen well in a range of contexts including stories, instructions and each other's responses. They listen well to the group chairperson as they discuss the features of a book in the reading corner.
- KS1 pupils identify with characters in their favourite stories. They use book terminology well and discuss the features of a book and poems effectively. They read sentences correctly as they note which facts to record as true or false.
- Across KS1, pupils form effective sentences and focus on the concise form of the verb's past tense. They use adjectives appropriately as they write descriptive passages and can write the weather forecast.
- In KS1, pupils' knowledge of language is developing well as they identify words that rhyme, choose comparisons and make use of alliteration in their work. They use a range of punctuation marks correctly.
- Spelling and writing skills are developing well in KS1.
- Pupils at the lower end of KS2 listen and discuss satisfactorily. They answer questions correctly and individuals can recall confidently the order and content of a story orally to the class. They read their own poems well.
- At the upper end of KS2, pupils listen very well and discuss with maturity giving extended answers. They can differentiate between spoken and standard language.

- Pupils across KS2 read fluently. In Y3 and Y4, individuals read aloud an extract from a novel and with the whole class and pay due attention to expression. They express feelings in a dialogue very effectively and display a good understanding of all the texts they read.
- Y3 and Y4 pupils compose interesting poems about animals; they use effective adjectives, make good use of alliteration and comparison to portray them.
- At the upper end of KS2, pupils write for different purposes and in a variety of forms. They express opinions about books and about foxhunting, they predict stories, select points appropriately to write notes about a subject and write facts persuading a friend to wear a helmet.
- Knowledge of language is developing well in KS2 as pupils use a dictionary and a thesaurus to check their work; they use a variety of verb forms. Spelling across the key stage is good and pupils' handwriting is good overall but very good at the upper end of KS2.

Shortcomings

There are no major shortcomings but language skills at the lower end of KS2 develop slowly.

English

Overall, standards are good; at the lower end of KS2, they are generally satisfactory but are very good at the upper end of KS2. In accordance with the LEA's policy for Welsh-medium education, English is not introduced at KS1.

Good features

- The majority of pupils display increasing confidence as they take part in speaking and listening activities. Pupils' oral language skills make very good progress at the upper end of KS2 as they respond enthusiastically to opportunities to discuss, offer ideas and express opinions.
- Pupils across the key stage read fluently. They understand what they read and as they do this out loud, they pay due attention to differentiating between dialogue and narrative. In their designated reading sessions, they establish a good understanding of the variety of texts available to them and are eager to read across the range.
- Pupils at the lower end of the key stage present satisfactory written work as they understand how to use a variety of language patterns; they can identify parts of speech and display an awareness of language rules as they apply them correctly.
- Y5 and Y6, pupils have a very good knowledge of the format of an informal letter as they write from the point of view of a character in a story and make good suggestions as to how to improve the first draft.
- In Y5 and Y6, pupils compose impressive poems, describing the cunning of a fox, using

the novel 'The Midnight Fox' as a stimulus. They create appropriate condensed versions of novels and can devise effective versions of the story of Ann Frank. They create a story-board of the story of Blodeuwedd, devising suitable captions, and record very well their opinion of school dinners, the war in Iraq and New Year customs.

- From time to time, pupils at the upper end of the key stage develop a good awareness of Shakespeare classics and present an oral version of 'A Midsummer Night's Dream' to their fellow pupils.
- Handwriting and spelling are developing appropriately at the lower end of the key stage and very well at the upper end.

Shortcomings

- There are no major shortcomings but pupils' creative writing at the lower end of the key stage is hindered by an over-emphasis on language exercises.

Mathematics

Standards are good in both key stages.

Good features

- KS1 pupils work confidently with an appropriate range of numbers and count on to 20 and back to zero. They discuss number bonds intelligently and correctly and their understanding of number in relation to money is good. They understand addition and subtraction facts and they display a sound knowledge of adding zero to a number.
- In Y2, pupils have a good understanding of place value within hundreds, tens and units. They use strategies such as doubling and halving effectively to solve simple problems. They make good progress in their knowledge of the easiest multiplication tables, and they begin to see the relationship between multiplication and addition. They count confidently in twos, and apply their knowledge of odd and even number patterns effectively.
- KS1 pupils recognise a good range of two and three-dimensional shapes and their characteristics. By Y2 their vocabulary relating to shape and measurement is good and pupils measure correctly in standard units such as metre and centimetre.
- In KS1, pupils collect basic information correctly and record it in suitable graph format and can discuss and analyse the data intelligently.
- Standards of numeracy are good in Y3 and Y4. Pupils work out multiples correctly and use a variety of methods. They explain clearly and correctly strategies used as they solve number problems. Their knowledge and understanding of simple fractions is good, and the more able pupils have a good understanding of multiplication tables.
- Pupils at the upper end of KS2 have a good understanding of using analogue and digital clocks. They recognise a good range of two and three-dimensional shapes.

- At the upper end of the school, pupils handle a wide range of numbers, including negative and square ones. When solving problems, they discover patterns easily, and Y5 pupils have a very good understanding of the relationship between fractions, decimals and percentages.
- In their work on shape, Y5 and Y6 pupils have appropriate knowledge of triangles, and they know how to discover perimeters and area. They convert distances from miles to kilometres easily, and display the ability to estimate sensibly.
- Across KS2, pupils handle an appropriate range of data, and they are confident with the process of information gathering.

Shortcomings

- There are no major shortcomings, but generally, pupils' response to mental mathematics is slow.

Science

Standards are good in both key stages.

Good features

- KS1 pupils have a detailed scientific knowledge of the areas they have studied. They use appropriate scientific vocabulary as they discuss their work.
- KS1 pupils have a good understanding of a fair test. They predict their results sensibly as they experiment with suitable surfaces for racing cars. They know the names of equipment around them that use electricity.
- Y1 and Y2 pupils know how to look after pets. They have a good knowledge of farm animals as a result of their visit to a local farm and succeed in conveying their knowledge effectively by means of diagrams and pictures. They discuss enthusiastically the differences between animals and plants. They label the component parts of plants correctly and know the use of different parts. They know that light, water and air are needed for plants to grow and can discuss their experiments with watercress.
- KS1 pupils have a good knowledge and understanding of electrical circuits and discuss confidently the effect of heat and cold on foods. They know a number of facts about the eyes as a result of a visit by an optician.
- Across KS2, pupils conduct scientific investigations in a detailed and orderly manner. They have a sound awareness of a fair test, they predict results sensibly and offer intelligent observations to ensure that their tests are fair. At the upper end of the school, pupils understand the value of repeating an experiment in order to ensure that the results are reliable.

- Pupils in Y3 and Y4 know about a number of light sources and talk enthusiastically about their experiments with shadows. They understand the solar system and know that the earth rotates on its axis.
- KS2 pupils make evident progress in their knowledge of materials and discuss a range of properties correctly. Y5 and Y6 pupils can categorise materials successfully in groups of solids, liquids and gases. Their understanding of forces is good and they discuss gravity and friction confidently.
- KS2 pupils have good knowledge of the heart and the circulation of the blood.
- At the lower end of KS2, pupils describe an extensive number of plant and animal habitats intelligently, and reason well. They know how to care for plants and how to re-pot them. KS2 pupils label plants in detail, and in Y5 and Y6 sort component parts into masculine and feminine effectively.

Shortcomings

- There are no major shortcomings but work on life processes lacks continuity and does not extend pupil' skills in Y3 and Y4.

Design and technology

Standards are good in KS1 and satisfactory in KS2.

Good features

- KS1 pupils undertake a number of challenging techniques in their activities. The final products satisfy the initial requirements of the task effectively, for example, when making electrical games.
- In KS1, pupils look in detail at commercial products, and on this basis, they suggest appropriate ideas for making fridge magnets. They use pictures and words effectively to indicate what they intend to do. They evaluate progress during the process and consider ways of improving the work.
- Y1 and Y2 pupils display good skills, such as cutting, gluing and joining as they produce desk boxes. They evaluate the work carefully and give due consideration to shortcomings.
- Pupils in both key stages are aware of how to use apparatus and equipment safely, and are aware of hygiene when handling food.
- Y3 and Y4 pupils experiment effectively as they make models with wheels which turn on an axle; they apply their knowledge of forces well to the task.
- When evaluating bags for carrying their kits in physical education, Y5 and Y6 pupils give effective reasons why some of the bags are not totally practical, and offer suggestions as to how to improve them.

- At the upper end of KS2, pupils investigate carefully before designing picture frames. They measure correctly when making them and the quality of the finished products is tasteful.

Shortcomings

- Pupils at the lower end of KS2 do not undertake sufficient work in this area; they do not plan in detail, and the finished quality of the majority of products is crude.

Information technology

Standards are good in both key stages.

Good features

- In KS1, pupils work independently on computer equipment and name different parts of the computer correctly. They move objects across the screen quickly and confidently.
- Y1 and Y2 pupils use computer programs appropriately to reinforce their work in language and number. Their word-processing skills are good as they create labels for a picture of Tom the Cat. They create graphs, such as one classifying farm animals and interpret them effectively.
- KS1 pupils create simple programs for the computerised toy and control it effectively.
- Computer artwork is good in both key stages. In KS1, pupils draw clear shapes and make good use of the program's potential to produce different colours. In KS2, pupils combine picture and text, for example, they add colour pictures to the text of 'Gelert'.
- KS2 pupils practise good word-processing skills to create information sheets, compose a letter and create stories. Their poems display a wide range of word-processing features, such as changing font and underlining. They succeed in saving and retrieving their work regularly.
- Y5 and Y6 pupils work independently with the interactive whiteboard. They provide interesting PowerPoint presentations. When using a digital camera, pupils understand how to load pictures on the computer and how to print them.
- Pupils at the upper end of KS2 use a LOGO program effectively to model shapes, and they have a satisfactory knowledge of how to create spreadsheets.
- In KS2, pupils make effective use of the internet to research and gather information. Y5 and Y6 pupils can send one another e-mails confidently.
- KS2 pupils collect and sort information effectively to create a database. They analyse graphs they create, intelligently.

- Musical composition is a special feature of the work in KS2, with pupils at the upper end of the school using equipment sensibly to enhance their understanding of a number of musical elements.
- Pupils across the school make good and imaginative use of a tape recorder, video and the interactive whiteboard to reinforce skills and extend knowledge in several subjects.

Shortcomings

- There are no major shortcomings, but pupils do not make sufficient or frequent use of computers for word processing as part of their work in class.

History

Standards are good in both key stages; they are very good at the upper end of KS2.

Good features

- Pupils across both key stages develop a good historical vocabulary at a level which is appropriate to their age and ability.
- KS1 pupils use historical stories appropriately to learn about heroes and people who have contributed to the life of Wales in the past.
- In KS1, pupils understand that equipment has changed since their grandparents' time and grandmother's day as they look at games, toys and cleaning and ironing equipment.
- KS1 pupils can place pictures and photographs in sequence to display their understanding of how life on a farm and the methods of lighting houses have changed since long ago. They can compare appropriately an old fire engine with one used today.
- KS1 pupils visit Tredegar House and understand the work of the butler and how house decor has changed since that period. A range of kitchen artefacts and a model of a dresser shows them how homes used to look and what crockery was popular then.
- Y3 and Y4 pupils visit Caldicot Castle and understand living conditions in Tudor times. They learn that their houses have a different appearance to any in any other period of history. They understand the Tudor family tree and can indicate the principal events in the life of Henry VII; they display empathy with him as they give him an imaginary interview following the Battle of Bosworth. They understand that changes occurred in the history of the church during the period.
- Y3 and Y4 pupils understand how buildings and life have changed in the town of Abergavenny over the centuries.

- Y5 and Y6 pupils have a very good understanding of life during the Second World War. They use pictures and newspaper articles very well to discover facts about the blitz, and they identify well with a child from the period. They understand that the war affected the lives of ordinary people and discuss food rationing and how people sheltered from the bombs. A visit to the War Museum in London and reading sections of Ann Frank's diary complements their knowledge.
- Y5 and Y6 use pictures very well to understand the reasons for the Rebecca Riots. They use texts to recreate the period and specific situations very realistically by role-playing and identifying with prominent characters from the period.
- Pupils make good use of visits such as a journey to the Abergavenny museum and the experiences of adults.

Shortcomings

- There are no major shortcomings, but pupils' chronological skills are not developing consistently by observing time lines.

Geography

Standards are very good in KS1 and good in KS2.

Good features

- KS1 pupils understand the characteristics of the seasons and realise the effect of the weather on people and plants. They record the weather forecast from the internet daily.
- Y1 and Y2 pupils display very good mapping skills. They record a journey around the school effectively and name buildings and streets correctly. They use simple map references very confidently to locate animals on a farm mural and they have a basic knowledge of the points of a compass.
- KS1 pupils have a very good knowledge of life on a farm, following their visit to a nearby farm. They know how the farmer spends the day, the use made of land and how to care for different animals.
- KS1 pupils know the names of some of the countries of the world and of some towns in South Wales. They know many facts about Paris and have a very good awareness of some of the differences between the country and the town as they compare the Abergavenny area with Cardiff.
- KS2 pupils use six-figure grid references correctly to locate specific places on a map. They have a good knowledge of bearings and they use the directions of the compass and a map key confidently.
- KS2 pupils' knowledge of their area is good. They discuss the physical and human features of their area well and the rest of Wales satisfactorily. They know the names of

continents, countries and the seas of the world, and they locate them correctly in an atlas. As a result of their research into different countries, Y5 and Y6 pupils have an extensive knowledge of some of them.

- At the lower end of KS2, pupils compare satisfactorily Wales and Eritrea, an economically developing country. At the upper end of KS2, pupils discuss enthusiastically the relationship between Wales and Lesotho, and compare a child's life in both countries very well. Pupils across KS2 know a number of facts about education in Estonia as they have a link with a school in that country.
- Pupils across the school make appropriate use of aerial photographs, data maps and fieldwork to plan geographical investigations. They make satisfactory use of ICT to collect and record information in their geographical investigations.
- Pupils in both key stages can discuss effectively, the influence of mankind on the environment. They are aware of the responsibility of individuals to contribute to sustainable development.
- Pupils across the school understand geographical terms well and use them correctly when discussing their work.

Shortcomings

There are no major shortcomings.

Art

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils use paint and crayons to make effective self-portraits and develop an awareness of tone, colour and scale. They locate details on the face correctly.
- In KS1, pupils use a range of media and cutting and pasting techniques well to create large pictures imitating the picture of the Postman Joseph Roulin by Van Gogh. They use a wide range of materials to create an attractive mural of a farm.
- KS1 pupils are developing an awareness of pattern as they observe a willow pattern plate in detail. They develop an understanding of the different shades of blue they can use.
- KS1 pupils understanding of pattern is developing further as they print patterns on large cushions for their reading corner. They make attractive models out of junk.
- In Y3 and Y4, pupils use a variety of media to draw different types of houses in Abergavenny. They sketch a row of houses effectively and develop an understanding of perspective. These pupils develop appropriate skills as they create effective landscapes in pastels and oils and develop an appropriate awareness of line and tone.

- Y5 and Y6 pupils' work with a local artist and create tiles in attractive colours and patterns. They also make realistic sketches of scenes which were common during the second world war and produce a detailed cartoon booklet based on a famous story.
- Pupils at the upper end of CA2 imitate work by Hokusai and Monet and develop a good awareness of colour and tone. They use pictures by other famous artists as a stimulus to create effective landscapes.

Shortcomings

- Overall, pupils do not have an adequate awareness of Welsh artists.
- KS2 pupils' art terminology is limited.
- KS2 pupils have limited opportunities to observe art regularly in order to appreciate and understand different media and techniques.

Music

Standards are good in both key stages.

Good features

- In KS1, pupils sing a variety of songs enthusiastically; they articulate clearly and make a good effort to ensure sound intonation. They develop an understanding of dynamics as they sing quietly some times and loudly at other times.
- KS1 pupils listen well to the music of the 'Carnival of the Animals' and they can indicate whether the music is fast or slow, loud or quiet.
- In KS1, pupils' awareness of rhythm is developing well as they choose a range of suitable untuned instruments to imitate the sound of animals. They know the names of the instruments and handle them competently.
- Pupils across KS2 sing sweetly and charmingly and display a good grasp of intonation and tempo as they sing in two parts.
- A number of pupils across KS2 develop further skills by taking advantage of harp, guitar, woodwind, string and brass lessons. They have opportunities to practise their skills in front of the school during assemblies. They develop a knowledge of notation as they learn to play the recorder.
- Y3 and Y4 pupils create compositions which contain steps and jumps in pitch. They base their work on the notes CDE and realise the meaning and effect of a sharp and a flat on their compositions.

- Y5 and Y6 pupils' work in groups to compose short impromptu phrases and try to imitate the Jazz style. They understand the importance of question and answer technique; they evaluate their compositions and suggest ways of improving them.
- At the upper end of the school, pupils develop a good awareness of the diversity and rhythms of music which are characteristic of a country such as South Africa by taking part in a 'Big Beat' workshop associated with a local primary school.
- Linked to their studies in history, a number of Y5 and Y6 pupils develop an awareness of famous singers and songs of the Second World War. They also develop their knowledge of singers from Wales by listening to Tecwyn Ifan.
- Pupils develop good listening and appraising skills across the school as they listen to a brass trio and a harpist performing; in the weekly music club a number of them develop a range of musical skills further.

Shortcomings

- There are no major shortcomings but pupils' creativity is hindered at times when composing with instruments.

Physical education

During the inspection, one lesson of gymnastics in KS1 and one games lesson in KS2 were seen. On the basis of this evidence, and discussions with pupils and staff, it is judged that standards are good in both key stages.

Good features

- In gymnastics, Y1 and Y2 pupils display a good awareness of parts of the body and use space sensibly. Their sequences of movements flow well and they plan and evaluate their work effectively.
- In games, Y3 and Y4 pupils display satisfactory skills as they throw, catch and hit a ball with a bat. They play well together in small groups and are aware of safety.
- KS2 pupils develop good skills in outdoor pursuits when visiting the Urdd Centre in Llangrannog.
- Pupils across the school have a good understanding of the beneficial effect of physical exercise on health.
- KS2 pupils' skills are good as they take part in a range of games and activities after school. Standards benefit from the specialist skills of parents and other volunteers who help with this work.
- A number of pupils develop rugby skills through Gateway Rugby and Dragon Sports'

provision. As a result of activities associated with the Newport National Eisteddfod, they develop an awareness of Welsh clog dancing and Indian dance.

- The skills of a large number of pupils are boosted further in competitive games with other schools and in swimming competitions where they experience considerable success, through the folk dance team which performs in the Urdd Eisteddfod and the Abergavenny Festival.

Shortcomings

- There are no major shortcomings

Religious education

Standards are good in KS1 and very good in KS2.

Good features

- Pupils in both key stages understand that praying is a means of communicating with God and they devise appropriate prayers about their families, their community and the citizens of the world.
- KS1 pupils have good knowledge of the importance of leaders as they learn about William Morgan, Francis of Assisi and St David. They have good knowledge of the importance of Moses to the Jews. They can identify the important characters in the life of Moses such as his mother and sister and they understand the importance of the care of the family in their own lives. They realise the importance of Moses as a leader and understand that the Ten Commandments are important.
- In KS1, pupils develop good information about the Torah as a sacred book to the Jews; they understand that clothing has significance in the Jewish religion.
- KS1 pupils have a good knowledge of stories from the Old and New Testaments.
- KS2 pupils understand that Christians practise several types of faith within their community. They visit a local Catholic Church and understand the significance of the grand costumes associated with worship. They visit a local church and understand the significance of the christening ceremony.
- In KS2, pupils prepare relevant questions for a Quaker who visits the school to explain their method of worship and a nun who talks about her faith.
- Y3 and Y4 pupils understand that a number of religions have their sacred books and they can name them and give details about them. They understand that the Hindu religion worships various images and use artefacts well to consolidate their understanding.

- Pupils at the upper end of KS2 look at the different religions in Great Britain and at their customs and their celebrations through the life of a child from those religions. They visit a Mosque and learn Muslim prayer customs. They develop a knowledge of the diversity of religion as they visit a Buddhist centre in Raglan.
- Pupils at the upper end of KS2 have a good understanding of the customs and festivals of the Jewish faith as they build a Sukkoth and discuss celebrations which are important to them.
- Pupils across KS2 have a good knowledge of Bible stories. They also understand their responsibilities as Christians to the environment and to those less fortunate in the world.
- The school bases its planning on the LEA's agreed syllabus.

Shortcomings

- There are no major shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Three key issues were identified in the last report. They were analysed in great detail and a structured programme was operated in response; provision was revised in detail. Progress has been good.

1. In order to maintain the school's good ethos and the appropriate high standards achieved by the pupils generally, the school should continue to develop the present policies and procedures.

- The school now has a suitable range of policies and procedures to maintain the ethos and the high standards.

2. The school should plan specifically to:

- continue to improve standards of achievement in Welsh, English and geography in respect of some pupils in KS2, and in design and technology and information technology throughout the school;**
- improve the provision for under-fives' physical development;**
- improve working conditions for physical education.**

- The school has succeeded in improving standards of achievement in Welsh, English and geography in KS2 in information technology across the school in design and technology in KS1, but the need remains to raise standards in design and technology in KS2. Provision for physical development for under-fives and working conditions for physical education are improved as the school has moved to a different building.

3. In order to conform fully with statutory requirements, the school should:

- i. include all the items required in Welsh Office circular 22/96 in the school's prospectus and the GB's Annual Report to Parents;**
- ii. provide school-specific policies for child protection and enhance links with industry.**

The content of the prospectus and the GB's report has been checked against NAFW's checklist, a child protection policy has been produced and links with industry have been developed further.

8.2 Key Issues for Action

The school needs to:

- raise standards in design and technology and art in KS2;
- increase adult support in the reception class in order to ensure that children make regular use of Welsh whilst participating in their activities;
- continue to develop procedures for monitoring standards, quality of teaching and marking pupils' work across the school;
- plan more purposefully for key skills in order to develop the good practice which already exists within the school.

The inspectors wish to thank the head, staff, pupils, parents and the school governors for their welcome and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gymraeg y Fenni
School Type	LEA maintained
Age-Range of Pupils	4-11
Address of School	Old Hereford Road, Abergavenny Monmouthshire
Post Code	NP7 6EL
Telephone Number	01873 852388

Headteacher	Mrs Bronwen Green
Date of Appointment	June 1994
Chairman of Governors	Mrs Jennet Evans
Registered Inspector	Mrs Eleri Betts
Dates of Inspection	June 14-16

B. School Data and Indicators

<i>Number of Pupils in Each Year Group</i>									
Year Group	N(fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		24	15	15	14	10	15	10	103

<i>Number of Teachers</i>			
	Full time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.3

<i>Staffing Information</i>	
Pupil:teacher ratio, excluding nursery and special classes	19.43
Average class size, excluding nursery and special classes	25.75
Teacher:class ratio	1.33:1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>				
Term	R	KS1	KS2	Whole school
Term 1	93.20%	95.3%	95.45%	95.12%
Term 2	96.63%	95.9%	95.27%	95.92%
Term 3	95.98%	94.74%	93.84%	94.8%

Number of Pupils Excluded during Twelve Months prior to Inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2003			Number of Pupils in Y2: 16						
Percentage of Pupils at Each Level									
			D	A	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	0	6	69	25	0
CY: Oral	Teacher Assessment	School	0	0	0	0	75	25	0
CY: Reading	Teacher Assessment	School	0	0	0	6	63	31	0
CY: Writing	Teacher Assessment	School	0	0	0	6	82	12	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	75	25	0
SCIENCE	Teacher Assessment	School	0	0	0	12	69	19	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the school:	88%	In Wales:	80%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act or who, in the case of Tasks/Tests, were absent.
 A Pupils who have failed to register a level on account of absence
 W Pupils who are "working towards" level 1, but have not yet achieved the necessary standards for level 1.

National Curriculum Assessment KS 2 Results: 2003			Number of Pupils in Y6: 16										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	0	19	50	31	0
		National	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	0	0	25	75	0
		National	0	2	1	1	0	0	5	12	38	40	0
Welsh	Teacher Assessment	School	0	0	0	0	0	0	0	25	50	25	0
		National	1	0	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	0	12	50	38	0
		National	1	1	0	2	0	0	3	15	50	28	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	25	44	31	0
		National	0	2	1	0	0	1	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	7	12	31	50	0
		National	0	2	1	1	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	25	38	37	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	19	75	6	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and either Welsh (First Language) or English

by Teacher Assessment		by Test	
In the school:	75%	In the school:	81%
In Wales:	70%	In Wales:	68%

- D pupils who have been disapplied under sections 364 and 365 of the 1996 Education Act.
A pupils who have failed to register a level on account of absence
N pupils who have failed to register a level for reasons other than absence
B not registered for the test as they are working outside the test levels
W pupils who are "working towards" level 1, but who have not yet achieved the necessary standards for level 1.
n tests that do not include these levels
n/a not applicable

D. The Evidence Base of the Inspection

- The school was inspected over a period of two and a half days by a team of three inspectors. The registered inspector and the other professional inspector was present for three days and the lay inspector for one day.
- School documentation was examined in detail before the inspection.
- Thirty-seven lessons or parts of lessons were observed.
- Discussions were held with pupils in the classes, and during break times.
- Formal interviews were held with members of staff who had curricular or management responsibilities.
- Detailed attention was paid to pupils' work by looking at a sample of books in every subject across both key stages and the under-fives' classes.
- Twenty-nine parents were present in the pre-inspection meeting. 33 questionnaires were returned and 98.18% of the replies were positive.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mrs E Betts	1. The School and its Priorities 2. Main Findings 5.1 Quality of teaching 5.2 Assessment, recording and reporting 5.3 Curriculum 6.2 Leadership and efficiency 8.1 Progress since the Last Inspection 8.2 Key Issues for Action	Early Years Welsh English History Art Music Religious education
Mr Gwilym Morris	4.2 Behaviour and Attitudes 4.3 Attendance 5.6 Partnership with parents and the community, schools and other institutions 5.7 Partnership with industry	
Mrs Zorah Evans	3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.4 Support, guidance and pupils' welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.3 Staffing, accommodation and learning resources	Mathematics Science Design and technology Information technology Geography Physical education