

**Inspection under Section 10 of the
Schools Inspections Act 1996**

Overmonnow Primary School

**Rockfield Road,
Monmouth
NP25 5BA**

School Number: 679/2304

Date of Inspection: 6 June – 8 June 2005

by

**Allan Fear
WO/15698**

**Date: 21 July 2005
Under Estyn contract number T/254/04P**

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, 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.

Overmonnow Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about 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 school was inspected under new arrangements, which include:

- The use of a new inspection framework;
- An emphasis on the school's own evaluation of its work; and
- A representative of the school staff, in this case the headteacher, who worked with the inspection team as a nominee.

Before the inspection, governors and staff produced a self-evaluation report that included their judgements on the work of the school. Inspectors used this report to choose areas to examine in order to confirm the accuracy of the school's judgements.

The inspection of Overmonnow Primary School took place between 6 June – 8 June 2005. An independent team of inspectors, led by Allan Fear 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 (not a nursery class) who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	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 Year 1 and Year 2: key stage 2 of Year 3 to Year 6: key stage 3 of Year 7 to Year 9: key stage 4 of Year 10 and Year 11 (which is the final year of compulsory education).

Contents	Page
Context	1
Summary and recommendations	2
Standards	11
Key question 1: How well do learners achieve?	
The quality of education and training	14
Key question 2: How effective are teaching, training and assessment?	
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	
Key question 4: How well are learners cared for, guided and supported?	
Leadership and management	21
Key question 5: How effective are leadership and strategic management?	
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	
Key question 7: How efficient are leaders and managers in using resources?	
Standards achieved in subjects and areas of learning	27
Early Years	
English	
Mathematics	
Welsh Second Language	
Geography	
Physical education	
School's response to the inspection	39
Appendices	40

- A Basic information about the school
- B School data and indicators
- C National Curriculum assessments results 2004
- D The evidence base of the inspection
- E Composition and responsibilities of the inspection team

Context

The nature of the provider

1. Overmonnow Primary School with 367 pupils aged 4 to 11 years of age, 35 nursery children and 22 pupils in the Special Needs Unit (SNU), is situated on the outskirts of the county town of Monmouth and serves the local community; though a significant number of pupils come from out of catchment. The pupils come from homes that represent a broad socio-economic mix; 16% of pupils are entitled to free school meals, above the local authority but below the all Wales average. Childrens' level of attainment on entry to the school is lower than the average for the local authority, while the school pupil intake represents the full range of abilities.
2. Around 11% of pupils have been identified as having special educational needs (SEN), in the mainstream classes. An additional 28 pupils have statements of special educational need which reflects the school' special provision for pupils with a range of severe learning difficulties. The home language of all pupils is English. There are no pupils within the school for whom English is an additional language.
3. Overmonnow Primary School was last inspected in May 1999. Since that time the school has been improved through new early years provision and structural alterations to the SNU. Major changes have occurred in the senior management of the school since the last inspection with the appointment of the current headteacher in September 2002.

The school's priorities and targets

4. The school aims to provide a happy, secure environment, which enables children to attain their full potential and confidence through a broad and rich curriculum.
5. The school's major priorities and targets for 2004/2005 include:
 - To introduce 'First Steps' as a means of delivering the language curriculum;
 - To improve overall pupils performance in mathematics;
 - To continue to develop the role of the subject co-ordinators;
 - To successfully manage the new nursery unit in its first year;
 - To continue the process of self-evaluation incorporating the views of pupils, teachers, parents and governors;
 - To oversee cross moderation of work to assist teacher assessment;
 - To work with other schools to develop a more efficient transition process within and between key stages.

Summary and recommendations

- 6. Overmonnow Primary School is a school with many strengths, in particular the early years provision and the effectiveness of the Special Needs Unit (SNU). The school has made progress since the last inspection and now needs to ensure that good practice is disseminated throughout the school to ensure a whole school approach to many aspects of the life and work of the school.
- 7. The inspection team agree with many of the strengths and weaknesses identified by the school in its self-evaluation report, which is, overall, a full and accurate document.

Table of grades awarded

- 8. The inspection team judged the school's work as follows:

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

Standards

- 9. The pupils' standards of achievement in the subjects observed are as follows:

Pupils' Standards of achievement	Grade				
	1	2	3	4	5
	5%	68%	24%	3%	0%

- 10. The overall quality for the educational provision of the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Desirable Outcome	Nursery	Reception
Language, literacy and Communication skills	2	2
Personal and Social Development	2	2
Mathematical Development	2	2
Knowledge and Understanding of the World	2	1

Creative Development	1	1
Physical Development	2	2

11. Children in the early years classes make good progress in their development of key, personal, social and learning skills, including bilingual skills.
12. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

13. Standards in the key skills across the curriculum and bilingualism are as follows:

Key Skill	Key Stage 1	Key Stage 2
Speaking and listening	Grade 3	Grade 3
Reading	Grade 3	Grade 3
Writing	Grade 3	Grade 3
Numeracy	Grade 2	Grade 2
Information and communication technology (ICT)	Grade 2	Grade 2
Bilingualism	Grade 2	Grade 2

14. There is insufficient development of the key literacy skills in a systematic way throughout the school and wide variability in pupils' ability to apply and develop these key skills of language across the curriculum. The majority of interactions in lessons are teacher to pupil and this constrains the development of pupils' speaking skills. While there is good practice in developing pupils' confidence as speakers in Y5, this has not been extended to other areas of the school.
15. Pupils achieve good bilingual skills. Both staff and pupils have a positive attitude towards the language and many staff use the Welsh language as a means of communication during lessons. Pupils show good levels of understanding and can respond to commands and simple questions at an appropriate level.
16. Pupils' with special educational needs (SEN) in mainstream classes make good progress and achieve the targets set for them. Pupils in the special needs unit (SNU) who have a wide range of needs make very good progress in a well structured learning environment.
17. Overall pupils make satisfactory progress in their acquisition of new knowledge, skills and understanding and in their creative skills. Pupils, particularly at the end of KS2 need to be more fully involved in in-depth enquiry based work to fully achieve the progress of which they are capable.

18. In KS1, teacher assessments for 2004 show the majority achieve national expectations (level 2) in English, mathematics and science. The results are just below those of the local authority and national norms when compared to similar schools in Wales. Fewer pupils achieve level 3 in English than mathematics or science.
19. In KS2, pupils' standards of achievement in the NC tests for 2004 show that pupils achieved above the local authority and national averages in mathematics and science but below in English. When compared to similar schools in Wales, results are below the average in English and above the average in mathematics and science.
20. While the school has introduced a series of measures to increase pupils' awareness of their strengths and weaknesses in their work and what they need do to improve, this is still an area for further development. Pupils are insufficiently involved in assessing their own work. Pupils with SEN are aware of their personal targets and work hard to achieve them.
21. Pupils make good progress in their personal, social and moral development. Pupils are well behaved. They are respectful and courteous to their fellow pupils and to all adults, responding well to instructions and requests. They move around the school in an orderly manner and demonstrate good self-discipline and consideration to others.
22. Throughout the school, pupils show a good awareness of equal opportunity issues while older pupils respond in a mature manner to concepts such as tolerance and justice. However, pupils' awareness of the cultural diversity within society is limited. Visits to the local community and places of interest, help develop pupils' understanding of society, but generally there is insufficient opportunity for pupils to make links with the world of work.
23. The average attendance for the three terms preceding the inspection was 94%. Attendance registers are appropriately taken, attendance systematically monitored and parents made fully aware of their responsibilities. Pupils are punctual at the start of the school day.

The quality of education and training

24. The findings of the inspection team do not agree with the judgement of Grade 2 made by the school in its self-evaluation report. The school, while recognising the variability of the quality of teaching and learning in both key stages, did not sufficiently consider its impact on pupils' standards and progress.
25. In the lessons observed, the quality of teaching was judged as follows:

The quality of teaching in the subjects inspected	Grade				
	1	2	3	4	5
	13%	57%	17%	13%	0%

26. The percentage of lessons judged at least 2 is above the Welsh Assembly Government (WAG) target of teaching being good or better but below the WAG target of 95% of lessons being satisfactory or better. In this context satisfactory equates to grade 3 for the purpose of the target.

27. Teachers and support staff establish very good working relationships with pupils and take pains to promote pupils' self-esteem and pride in their work.
28. Involvement of learning support assistants (LSAs) is well-planned and effective. Teachers and LSAs work co-operatively to enhance delivery of lessons, particularly for the under 5s and pupils with special educational needs.
29. Teachers and support staff have good subject knowledge and use this well to support learning. They use subject specific vocabulary regularly and appropriately and are good role models for pupils.
30. Routines for learning are well established and promote pupils' confidence and involvement in lessons. This is particularly evident in classes for the under 5s where induction procedures operate effectively and help children to settle in school.
31. Where teaching is consistently good and very good, teacher delivery is lively and motivates pupils and careful attention is given to ensure an appropriate challenge for all pupils. Teacher intervention is purposeful and pupils are encouraged to think for themselves. Where teaching is satisfactory there is a lack of clarity in explaining learning objectives clearly to pupils and in reviewing these to enable pupils to understand what they have learned and where they need to go. There is insufficient involvement of pupils in activities which provide appropriate levels of challenge and an over-direction of pupils who are not required to think for themselves.
32. Teachers' marking is positive and encouraging and usually linked with the learning objectives of lessons. However, teachers rarely use comments to help pupils to understand how to improve their work and pupils are insufficiently involved in evaluation of their own work.
33. Use of assessment information to inform planning is underdeveloped. Teachers sometimes adhere too rigidly to longer term planning and do not always respond to the needs of pupils. Consequently, teachers do not always provide appropriate levels of challenge for pupils.
34. Reports for parents are detailed and meet statutory requirements. They provide a helpful summary of progress and link well with individual achievement but inclusion of targets for improvement is more variable.
35. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. Schemes of work are in place for all N.C. subjects and religious education, which is taught in agreement with the Locally Agreed Syllabus. These continue to be updated and modified in the light of discussion, classroom practice and teachers' own evaluation.
36. Children in the early years have access to a broad spectrum of well planned experiences. Teachers in nursery and reception work co-operatively to review provision and ensure continuity and progression in children's learning across the six areas of the curriculum.

37. The additional learning needs of pupils in the special needs unit (SNU) are successfully met within an ethos of inclusion and the arrangements for learning support in class are appropriately organised and sensitively managed. However, focused and structured differentiated tasks, including extension activities for pupils in mainstream classes need to be further developed.
38. Although key skills are identified in planning, it is acknowledged by the school that they are not yet uniformly embedded to enable pupils to apply, consolidate and refine key skills systematically through a range of related experiences in all subject areas. This aspect is currently in the process of being reviewed.
39. Pupils' personal and social skills are sympathetically promoted; pupils demonstrate good social skills. Learning experiences appropriately promote pupils' moral, social and cultural development. Acts of collective worship reinforce pupils' understanding of moral issues within their school and in the wider community. Pupils are enabled to reflect through participation in moments of quiet contemplation. However, few opportunities were afforded pupils during the inspection to experience a sense of reverence through exploring their own feelings and developing their understanding of spiritual awareness. Pupils' awareness of the multicultural nature of society needs further development.
40. Pupils enjoy and benefit from a range of extra-curricular activities. Through the commitment of staff and the enthusiastic participation of a number of pupils these promote team spirit and add an enriching dimension to pupils' learning.
41. The quality of partnerships with parents, community and other schools and colleges is good. The school works to maintain good relationships by seeking parents' views and assistance. Communication with parents is very effective. The prospectus is of a good quality and fully meets requirements. Parents showed their support for the school and responded extremely positively to the pre inspection questionnaire and meeting.
42. Y Cwricwlwm Cymreig is successfully promoted across a range of curriculum areas. The learning experiences in early years contribute very positively to the development of children's dual literacy skills.
43. Good provision is made for pupils' personal and social development. Planning has been carefully audited and is currently undergoing review. The curriculum includes the promotion of a healthier and safer lifestyle. Pupils feel valued, learn how to respect the views of others and have a good understanding of the importance of working together to make choices.
44. Initial work has made a positive start in enabling pupils to gain a better understanding of sustainable development and the school has plans to improve this further.
45. The head teacher, governors and staff work together to provide very good care and support services for all pupils. Care arrangements are well planned and managed.
46. The induction arrangements for pupils entering the school are highly effective and ensure that pupils settle quickly and successfully into their new environment.

47. Pupils are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of the pupils and ensure equality of opportunity. Relationships between staff and pupils are good and pupils feel valued, happy and secure.
48. The school has appropriate policies and procedures to monitor inappropriate behaviour. The school takes very seriously its responsibility for the general safety and well being of pupils. There are clear, well-documented procedures for child protection and health and safety. Absences are very carefully monitored and the school has an effective system in place to identify and follow up on pupils whose attendance is giving cause for concern.
49. The quality of provision for pupils with SEN in the main school is good. Arrangements for identifying pupils with additional learning needs are good. The school's policy on SEN is detailed and informative and complies with the recommendations of the Code of Practice.
50. The co-ordination of support for pupils with SEN is very effective throughout the school. The SEN co-ordinators provide clear and positive guidance to class teachers and support staff and liaise effectively with staff from the special needs unit (SNU) who provide expert support and together make an effective team. A good feature of the school is the separation of roles and responsibilities between the SNU and mainstream special needs provision yet with both aspects sharing ideas and expertise and ensuring that all pupils with SEN receive appropriate support and guidance.
51. Pupils with SEN have individual education plans (IEPs). These are of good quality and are reviewed and updated on a regular basis. The writing of such plans is a cooperative activity involving teachers, learning support assistants, special needs co-ordinators, parents and SNU staff. This ensures that all partners are well aware of the realistic, measurable targets set and clearly understand their contribution. Parents of children with SEN are kept regularly informed of their child's progress.
52. The Special Needs Unit (SNU) accommodates pupils with statements of special educational need covering a wide range of need. Staff within the unit operate as a very effective and integrated team, are very knowledgeable and display a great sensitivity and understanding of the pupils they support. Their focused team effort and their skills in ensuring that pupils with a wide range of difficulties are effectively met are an outstanding feature of the work undertaken. Pupils receive a well balanced and structured educational programme and make very good progress commensurate with their needs and abilities.
53. The school recognises its responsibility to promote gender equality and this is reflected throughout the curriculum.
54. Pupils learn about respect and tolerance and pupils from all backgrounds are given equality of opportunity. Both the school and pupils recognise and respect diversity and the school is very effective in securing equal and appropriate treatment for disabled learners.

55. The school has a policy supported by good, clearly defined procedures for promoting racial equality and dealing with all forms of racial discrimination and harassment.

Leadership and management

56. The management of the school have, through its values, aims and objectives, given a clear direction to the work and life of the school. The school improvement plan and the school self-evaluation report give a clear and accurate assessment of the school's strengths and areas for further development. The school takes good account of national priorities and these are integrated into the strategic development of the school.
57. The quality of leadership shown by the headteacher is good. He has a clarity of vision for improving and developing the school and is very aware of the need to ensure that all stakeholders are fully engaged in the strategic planning and development of the school.
58. The headteacher has created a climate in which staff, teaching and non-teaching, are encouraged to give of their best and has clearly identified ways in which the school can move forward, listening carefully to the views of his colleagues. As yet there is not a strong whole school ethos of teamwork to which all staff are committed, through trust and mutual co-operation. While there is much good and often very good work undertaken throughout the school there is a lack of a whole school approach to many aspects of the work of the school. Consequently best practice is rarely disseminated and good work undone.
59. The senior management team has yet to fully fulfil its function. Whilst it has an overview of the school's strengths and areas for development, it has yet to fully manage and oversee the mechanisms necessary for implementing change. The school has a system of key stage leaders. While this works effectively in the early years area, their role, particularly with regard to their link with subject leaders in instituting change, establishing standards and developing appropriate teaching and learning strategies needs to be further clarified.
60. The role of subject leaders is at a developmental stage; many are inexperienced. While they have reviewed and modified schemes of work and teacher plans, sampled work and begun to produce portfolios to support self-evaluation and established action plans, their impact on the quality of teaching and learning is variable. The school recognises the need to further develop their leadership role in evaluating the standards pupils achieve, to make more effective use of historic and standardised data and ensure information gained is acted upon to sufficiently impact on standards.
61. The Governing Body is supportive of the headteacher, staff and pupils and is fully committed to the aims, objectives and vision of the school. Governors meet regularly and are provided with a great deal of information about the school's performance and activities. They demonstrate a good knowledge of the school's finances and ensure that spending decisions are carefully considered. Budgetary expenditure is carefully monitored, with existing programmes of expenditure regularly reviewed to assess cost-effectiveness. However, governors are not yet fully involved in monitoring the quality of provision and the standards pupils achieve. Overall, the school provides good value for money

62. The governing body fulfils its regulatory and legal requirements, and appropriate policies are in place to meet all statutory requirements.
63. Overall, the self-evaluation report produced for the inspection is an accurate and fair reflection of the quality of provision and the standards achieved by the pupils. It reflects the considerable changes in staffing in recent years and identifies both the strengths of the school and the areas for development.
64. The analysis of national and local statistics is used to identifying trends over time, to inform planning and to set the priorities in the school improvement plan (SIP). This is a well thought out working document with action plans that are clear and fully involve those responsible for providing education. The planning includes time schedules, success criteria, targets and costs; enough resources are provided to meet the priorities and objectives.
65. There are sufficient qualified, experienced and specialist teachers and support staff to deliver the curriculum and meet the needs of the pupils. The school has appointed an acting deputy headteacher to support the headteacher and governors with school development during the interim period prior to a permanent appointment. Support staff demonstrate a good range of expertise when providing additional help for both SEN (Special Educational Needs) and mainstream pupils; they liaise closely with the teaching staff and take a constructive part in pupils' learning during lessons.
66. Appraisal and performance management procedures ensure that staff receive the professional development necessary to implement the school's plans for curriculum development. Staff are generally deployed effectively and efficiently although communication between teaching staff who share classes could be usefully extended to include pupils' learning goals and information on the standards achieved.
67. Effective administrative support is provided which ensures that the routines of the school run smoothly and efficiently. The caretaker together with the supervisory, cleaning and catering staff are valued members of the school team and make an important contribution to implementing its values and caring ethos.
68. The level of provision, deployment and condition of books, materials and equipment held centrally and in classrooms is generally good and positively supports pupils' learning. The accommodation is contained within a pleasant setting with secure and extensive grounds; the main building is relatively new, well maintained and used effectively to promote learning. Children in the early years benefit from a new nursery building with very good facilities which assist the high standards of learning achieved. The demountable buildings lack space and facilities and detract from the high standards of the surrounding accommodation.

Recommendations

In order to improve the school needs to:

- R1 raise standards in English in both key stages and Welsh as a second language in key stage 2;
- R2 raise standards in the key language skills of speaking and listening, reading and writing across the curriculum, in both key stages;
- R3 reduce the variability in the quality of teaching and learning, through the sharing of good practice, to ensure effective progression and challenge for pupils in both key stages;
- R4 ensure that teachers use assessment effectively:
 - to inform their teaching and learning;
 - to enable pupils to understand the purpose of assessment and become involved in identifying their own progress and areas for improvement;
- R5 develop and empower the Senior Management Team (SMT) so that it can begin to work more effectively in building a sense of common purpose and implementing change;
- R6 continue to develop the role of subject leader in the monitoring and evaluation of standards in the subjects of the National Curriculum;

The school self-evaluation report clearly highlights many of the above and additional aspects as key areas for improvement.

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. The 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

69. The findings of the inspection team do not agree with the school's self-evaluation of this aspect. The school has insufficiently accounted for the impact of English attainment levels.

Pupils' Standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	68%	24%	3%	0%

70. The overall quality for the educational provision of the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Desirable Outcome	Nursery	Reception
Language, literacy and Communication skills	2	2
Personal and Social Development	2	2
Mathematical Development	2	2
Knowledge and Understanding of the World	2	1
Creative Development	1	1
Physical Development	2	2

71. Children in the early years classes make good progress in their development of key, personal, social and learning skills.

72. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

73. In both key stages, pupils' standards and progress in the key skills of numeracy and information and communication technology (ICT) are grade 2. In speaking and listening, reading and writing, standards are grade 3. There is insufficient development of the key literacy skills in a systematic way throughout the school and wide variability in pupils' ability to apply and develop these key skills of language across the curriculum.

74. The majority of interactions in lessons are teacher to pupil and this constrains the development of pupils' speaking skills. While there is good practice in developing pupils' confidence as speakers in Y5, this has not been extended to other areas of the school. There are too few opportunities for pupils to discuss or debate ideas and issues in pairs or small groups. As a result pupils' oral skills are under-developed.
75. Pupils achieve good bilingual skills; standards are grade 2. Both staff and pupils have a positive attitude towards the language and many staff use the Welsh language as a means of communication during lessons. Pupils show good levels of understanding and can respond to commands and simple questions at an appropriate level.
76. Pupils' with special educational needs (SEN) in mainstream classes make good progress and achieve the targets set for them. Pupils in the special needs unit (SNU) who have a wide range of needs make very good progress in a well structured learning environment.
77. Overall pupils make good progress in their acquisition of new knowledge, skills and understanding, and good progress in their creative skills. Pupils, particularly at the end of KS2 need to be more fully involved in in-depth enquiry based work to fully achieve the progress of which they are capable.
78. In KS1, teacher assessments for 2004 show the majority achieve national expectations (level 2) in English, mathematics and science. The results are just below those of the local authority and national norms when compared to similar schools in Wales. Fewer pupils achieve level 3 in English than mathematics or science.
79. In KS2, pupils' standards of achievement in the NC tests for 2004 show that pupils achieved above the local authority and national averages in mathematics and science but below in English. When compared to similar schools in Wales, results are below the average in English and above the average in mathematics and science. Results over the last few years show significant variation in pupil performance with a steady improvement in mathematics and science, less so in English. The results show more pupils are gaining the higher grades in both key stages but still below the local authority averages. Scrutiny of the results over the last few years shows no significant difference in the achievement of boys and girls.
80. Pupils' attitudes towards learning, the interest they show in their work and their ability to concentrate is good. Pupils work hard in lessons, are keen to join in prepared activities, and are enthusiastic about their work. Most pupils have a clear understanding of what is expected of them. They are keen to share their work and talk to visitors in a friendly and natural manner.
81. Pupils' appreciation of the strengths and weaknesses within their own work is insufficiently developed. The large majority of pupils have a limited understanding of how well they are doing and what they need to do to improve. There is some self-evaluation, but mainly as a whole class activity at the expense of individual tasks. Pupils with SEN are aware of their personal targets and some teachers identify specific criteria for improved performance. The use of individual targets to help pupils become involved in assessing their own work is underdeveloped.

82. Pupils make satisfactory progress in acquiring new knowledge and skills in the core subjects. However, there are aspects of repetition in the work that hinders progression. Similarly where common work is planned for two consecutive year groups, for example Y3 and Y4, owing to mixed-aged classes, the work presented shows little variation and consequently many pupils are insufficiently challenged. While some teachers provide good opportunities for pupils to develop creative thinking, problem-solving and decision-making skills, these are currently limited in most classes. Pupils are rarely engaged working independently or involved in discussion and debate in their work across the subjects. In many classes pupils are inappropriately challenged to ensure good progress towards fulfilling their potential.
83. Pupils make good progress in their personal, social and moral development. Pupils are well behaved. They are respectful and courteous to their fellow pupils and to all adults; they respond well to instructions and requests. They move around the school in an orderly manner and demonstrate good self-discipline and a consideration to others. There is no evidence of bullying or inappropriate behaviour.
84. Older pupils behave maturely and are sensitive to the needs of the younger ones.
85. Throughout the school, pupils show a good awareness of equal opportunity issues while older pupils respond in a mature manner to concepts such as tolerance and justice. However, pupils' awareness of the cultural diversity within society is limited. Visits to the local community and places of interest help develop pupils' understanding of society, but generally there is insufficient opportunity for pupils to make links with the world of work.
86. Attendance statistics for the last three terms before the inspection show an average of 94%. The large majority of pupils come to school regularly and arrive punctually at the start of the school day.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

- 87. The findings of the inspection team do not agree with the judgement of Grade 2 made by the school in the self-evaluation report. A significant proportion of lessons during the inspection had some shortcomings, which warranted the overall Grade 3 judgement given by the inspection team.
- 88. In the lessons observed, the quality of teaching was judged as follows:

The quality of teaching in the subjects inspected	Grade				
	1	2	3	4	5
	13%	57%	17%	13%	0%

- 89. Teachers and support staff establish very good working relationships with pupils and take pains to promote pupils' self-esteem and pride in their work.
- 90. Involvement of learning support assistants (LSAs) is well-planned and effective. Teachers and LSAs work co-operatively to enhance delivery of lessons, particularly for the under 5s and pupils with special educational needs.
- 91. Teachers and support staff have good subject knowledge and use this well to support learning. They use subject specific vocabulary regularly and appropriately and are good role models for pupils.
- 92. Routines for learning are well established and promote pupils' confidence and involvement in lessons. This is particularly evident in classes for the under 5s where induction procedures operate effectively and help children to settle in school.
- 93. Appropriate consideration is given to equality of opportunity for all pupils.
- 94. In most lessons, teachers explain the learning objectives and associated activities clearly so that pupils understand what they have to do and can begin working confidently.
- 95. Teachers and LSAs generally use questioning well to foster interest in the lessons' content and to assess their understanding.
- 96. A range of standardised and national tests are used as a source of information as pupils move through the school. The school is beginning to use information from the tests to target support or challenge for pupils, for example for some Y5 pupils who have a flair in mathematics.

97. Teachers' marking is positive and encouraging and usually linked with the learning objectives of lessons. However, teachers rarely use comments to help pupils to understand how to improve their work and pupils are insufficiently involved in evaluation of their own work.
98. Records of pupils' achievement in English and mathematics tests and the results of assessment tasks given each half term in the core subjects are used to monitor performance in relation to national curriculum levels. Other records are of variable quality.
99. Use of assessment information to inform planning is underdeveloped. Teachers sometimes adhere too rigidly to longer term planning and do not always respond to the needs of pupils. Consequently, teachers do not always provide appropriate levels of challenge for pupils.
100. Reports for parents are detailed and meet statutory requirements. They provide a helpful summary of progress and link well with individual achievement but inclusion of targets for improvement is more variable.
101. Good features in lessons judged to be Grade 1 are:
 - lively and well-paced delivery which motivates pupils well;
 - careful attention to differentiation to challenge pupils and enable them to succeed;
 - efficient use of time to maximise opportunities for learning and sustain pupils' attention;
 - interesting and imaginative use of teacher-made and other resources;
 - effective behaviour management to sustain pupils' attention.
102. Shortcomings in lessons judged to be Grade 3 or 4 are:
 - lack of clarity in explaining learning objectives clearly to pupils and in reviewing these to enable pupils to understand what they have learned and where they need to go;
 - underdeveloped behaviour management skills and variable pace;
 - insufficient involvement of pupils in purposeful activities which provide appropriate levels of challenge;
 - over-direction of pupils who are not required to think for themselves.

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

Grade 3: Good features outweigh shortcomings

103. The findings of the inspection team match with the judgement made by the school in the self-evaluation report.
104. The school responds positively to the learning needs of pupils and provides equal access to a broad and balanced curriculum. Pupils experience a purposeful and diverse programme of activities.
105. The overall quality of educational provision for the under fives is well matched to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.
106. Schemes of work and policies are in place for all NC subjects, a number of which are currently in the process of being updated and modified to meet the learning needs of pupils. Due to staff changes, the role of subject leaders in monitoring planning and in the delivery of their subjects, in order to ensure coherent progression and continuity in pupils learning, is still being developed. This is particularly evident in literacy where new initiatives are in the process of being introduced.
107. The additional learning needs of pupils in the special needs unit (SNU) are successfully met within an ethos of inclusion and the arrangements for learning support in class are appropriately organised and sensitively managed. However, focused and structured differentiated tasks, including extension activities for pupils in main stream classes need to be further developed.
108. Although key skills are identified in planning, it is acknowledged by the school that they are not yet uniformly embedded to enable pupils to apply, consolidate and refine key skills systematically through a range of related experiences in all subject areas. This aspect is currently in the process of being reviewed.
109. Pupils' personal and social skills are sympathetically promoted through a range of opportunities both during school and in after school activities. Pupils demonstrate good social skills.
110. Learning experiences appropriately promote pupils' moral, social and cultural development. Pupils demonstrate a clear sense of fair play and truth in their dealings with peers and a sense of responsibility towards younger pupils.
111. Acts of collective worship reinforce pupils' understanding of moral issues within their school and in the wider community. Pupils are enabled to reflect through participation in moments of quiet contemplation; however, few opportunities were afforded pupils during the inspection to experience a sense of reverence through exploring their own feelings and developing their understanding of spiritual awareness. Opportunities for pupils to contribute to morning worship through music were limited during the inspection. Pupils' awareness of the multicultural nature of society needs further development.

112. Knowledge and appreciation of Y Cwricwlwm Cymreig is developed appropriately through many aspects of the curriculum and is fostered through annual celebrations, Welsh activity days, the study of Welsh artists and attractive displays. Teachers use incidental Welsh effectively to improve pupils' bilingual skills, and this aspect could be further developed to enable pupils to use Welsh throughout the school day in different contexts. Learning experiences in the early years contribute purposefully and appropriately to the development of children's dual literacy skills.
113. Visitors from the community and educational visits together with the school's involvement in national and local initiatives successfully help to reinforce pupils' awareness of the world of work. This is an aspect identified by the school for further development.
114. Initial work has made a positive start in enabling pupils to gain a better understanding of sustainable development and the school has plans to improve this further.
115. A policy for Racial Equality is in place. Aspects of cultural diversity and racial harmony are promoted positively through the curriculum.
116. Pupils enjoy and benefit from a range of extra-curricular activities. Through the commitment of staff and the enthusiastic participation of a number of pupils these promote team spirit and add an enriching dimension to pupils' learning.
117. Good provision is made for pupils' personal and social development. Planning has been carefully audited and is currently undergoing review. The curriculum includes the promotion of a healthier and safer lifestyle. Pupils feel valued, learn how to respect the views of others and have a good understanding of the importance of working together to make choices.
118. The quality of partnerships with parents, community and other schools and colleges is good. The school works to maintain good relationships by seeking parents' views and assistance. Communication with parents is very effective. The prospectus is of a good quality and fully meets requirements. Parents showed their support for the school and responded extremely positively in the pre inspection questionnaire and meeting.

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

Grade 2: Good features and no important shortcomings

120. Overall the findings of the inspection team match the judgement made by the school in the self-evaluation report.
121. The head teacher, governors and staff work together to provide very good care and support services for all pupils. Care arrangements are well planned and managed.
122. Well developed and effective working partnerships with parents and carers contribute significantly to the good quality of support and guidance offered to pupils. Of particular significance are the very good partnerships developed by the nursery and special needs unit where parents appreciate the approachability of the headteacher and staff and the extent to which parents' views are taken into account when decisions are made.
123. Well established relationships with a wide range of outside agencies enable the school to make good use of the available support.
124. The induction arrangements for pupils entering the school, into the nursery/reception, special needs unit and both key stages are highly effective and ensure that pupils settle quickly and successfully into their new environments. The youngest children in the nursery class settle in well and are happy and secure in their work and play. Visits by staff to other educational units before children enter the school provide a sound foundation and contribute positively to the pastoral care of the children. The school has good links with local secondary schools and special schools to which pupils transfer at the end of their time in the school.
125. Pupils are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of the pupils and ensure equality of opportunity. Relationships between staff and pupils are good and pupils feel valued, happy and secure. Relationships between teachers and parents and between the headteacher and parents are good.
126. The school has appropriate policies and procedures to monitor inappropriate behaviour. During the inspection there was no evidence of bullying or any other forms of unacceptable behaviour. The school takes very seriously its responsibility for the general safety and well being of pupils. There are clear, well-documented procedures for child protection and health and safety.
127. Absences are very carefully monitored and the school has an effective system in place to identify and follow up on pupils whose attendance is giving cause for concern. Parents are regularly reminded of the detrimental effects of non-attendance on their children's education. Registers are completed at the beginning and end of each session and comply with regulations.
128. The quality of provision for pupils with SEN in the main school is good. There are 40 who have been identified as having special educational needs. The arrangements for identifying pupils with additional learning needs are good. The school's policy on SEN is

detailed and informative and complies with the recommendations of the code of practice, as do the arrangements for managing the annual review and statementing procedures.

129. The co-ordination of support for pupils with SEN is very effective throughout the school. The SEN co-ordinators provide clear and positive guidance to class teacher and support staff and liaise effectively with staff from the special needs unit (SNU) who provide expert support and together make an effective team. A good feature of the school is the separation of roles and responsibilities between the SNU and mainstream special needs provision yet with both aspects sharing ideas and expertise and ensuring that all pupils with SEN receive appropriate support and guidance.
130. Pupils with SEN have individual education plans (IEPs). These are of good quality and are reviewed and updated on a regular basis. The writing of such plans is a cooperative activity involving teachers, learning support assistants, special needs co-ordinators, parents and SNU staff. This ensures that all partners are well aware of the realistic, measurable targets set and clearly understand their contribution. Parents of children with SEN are kept regularly informed of their child's progress.
131. The school has good links with the police, educational welfare officer and social services. It also receives regular support from a range of highly skilled specialist teachers and support staff. The work of these specialist staff is highly valued and helps ensure that pupils with SEN make good progress throughout the school.
132. The Special Needs Unit (SNU) accommodates 22 pupils with statements of special educational need covering a wide range of need, many pupils have profound and multiple learning disorders, others have severe learning disorders along the autistic spectrum and many have a range of associated conditions. Staff within the unit operate as a very effective and integrated team, are very knowledgeable and display a great sensitivity and understanding of the pupils they support. Their focused team effort and their skills in ensuring that pupils with a wide range of difficulties are effectively met are an outstanding feature of the work undertaken.
133. Pupils in the SNU receive a well balanced and structured educational programme and make very good progress commensurate with their needs and abilities. Pupils are happy and secure and benefit from a wide variety of educational experiences both within and outside the unit. Where appropriate, pupils are included in mainstream activities where they make good progress and are well supported. The effectiveness of the learning support assistants is central to the success of the unit. Pupils' needs are well diagnosed, learning programmes effectively planned, and progress very well measured and recorded.
134. The SNU has a high reputation both with parents and the local community. This reputation is well deserved and provision and standards within the unit are very good.
135. The school recognises its responsibility to promote gender equality and this is reflected throughout the curriculum.
136. Pupils learn about respect and tolerance and pupils from all backgrounds are given equality of opportunity. Both the school and pupils recognise and respect diversity and

the school is very effective in securing equal and appropriate treatment for disabled learners.

137. The school has a policy supported by good clearly defined procedures for promoting racial equality and dealing with all forms of racial discrimination and harassment.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

138. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
139. The management of the school have explicit aims and values that promote equality for all, and which are reflected in the life and work of the school. The school improvement plan and the school self evaluation report give a clear and accurate assessment of the school's strengths and areas for further development.
140. The school has experienced during the last few years a number of leadership changes and currently operates with an acting deputy headteacher. This, combined with the prolonged ill health of several member of the senior management team (SMT), has had an impact on the quality of provision and management of key changes in the school, including strategic management and staff development.
141. The quality of leadership shown by the headteacher is good. He has a clarity of vision for improving and developing the school and is very aware of the need to ensure that all stakeholders are fully engaged in the strategic planning and development of the school.
142. The headteacher has created a climate in which staff, teaching and non-teaching, are encouraged to give of their best, and has clearly identified ways in which the school can move forward, listening carefully to the views of his colleagues. As yet there is not a strong whole school ethos of team work to which all staff are committed, through trust and mutual co-operation. While there is much good and often very good work undertaken throughout the school, there is a lack of a whole school approach to many aspects of the work of the school. Consequently best practice is rarely disseminated and good work undone.
143. The senior management team has yet to fully fulfil its function. Whilst it has an overview of the school's strengths and areas for development, it has yet to fully manage and oversee the mechanisms necessary for implementing change. The school has a system of key stage leaders. While this works effectively in the early years area, their role, particularly with regard to their link with subject leaders in instituting change, establishing standards and developing appropriate teaching and learning strategies needs to be further clarified.
144. The role of subject leaders is at a developmental stage; many are inexperienced. While they have reviewed and modified schemes of work and teacher plans, sampled work, begun to produce portfolios to support self-evaluation and established action plans, their impact on the quality of teaching and learning is variable. The school recognises the need to further develop their leadership role in evaluating the standards pupils achieve, to make more effective use of historic and standardised data and ensure information gained is acted upon to sufficiently impact on standards.

145. Analysis is undertaken of performance data from baseline assessments through to the end of key stage 2. Whole school quantitative targets are set which are realistic and challenging to further raise standards of achievement. Benchmark information is used to compare the school's performance with that of other schools in the county and with that of similar schools in Wales.
146. A Performance Management Framework has been introduced and objectives agreed. Classroom observations by the headteacher and staff self-evaluation are supportive in helping staff develop their professional expertise. However, the school has yet to develop strategies to identify the impact of performance management activities on pupils' learning experiences and achievements or enhancement of teachers' professional expertise. Senior staff are insufficiently engaged in improving the performance of individual staff and teams.
147. The school takes good account of national priorities and these are integrated into the strategic development of the school.
148. The Governing Body is supportive of the headteacher, staff and pupils and is fully committed to the aims and objectives and vision of the school. Governors meet regularly and are provided with a great deal of information about the school's performance and activities through, for example, headteacher reports. They demonstrate a good knowledge of the school's finances and ensure that spending decisions are carefully considered. Budgetary expenditure is carefully monitored, with existing programmes of expenditure regularly reviewed to assess cost-effectiveness. However, governors are not yet fully involved in monitoring the quality of provision and the standards pupils achieve.
149. The governing body fulfils its regulatory and legal requirements, and appropriate policies are in place to meet all statutory requirements.
150. The school runs effectively and efficiently on a day-to-day basis. The administrative office carries out its duties very efficiently and conscientiously. The quality and effectiveness of non-teaching staff is one of the strengths of the school. Overall, the school provides good value for money.

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

Grade 3: Good features outweigh shortcomings

151. The findings of the inspection team agree with the judgement of the school.
152. Overall, the self-evaluation report produced for the inspection is an accurate and fair reflection of the quality of provision and the standards achieved by the pupils. It reflects the considerable changes in staffing in recent years and identifies both the strengths of the school and the areas for development.
153. The inspection team agrees with the majority of the grades awarded by the school to the seven key questions covered by the inspection.
154. Procedures for monitoring and evaluation introduced since the start of the academic year are effective and follow a five-stage plan. The school acknowledges that implementation of the plan is still at an early stage of development.
155. Systems for involvement of pupils, teaching and support staff, the governing body, other school staff such as midday supervisors and parents in the self-evaluation process are well established. This aspect of school self-evaluation features strongly in the current school improvement plan, for example, questionnaires have been sent to parents and the results of the responses have been analysed and resulted in actions.
156. The analysis of national and local statistics is used to identifying trends over time, to inform planning and to set the priorities in the school improvement plan (SIP). This is a well thought out working document with action plans that are clear and fully involve those responsible for providing education. The planning includes time schedules, success criteria, targets and costs; enough resources are provided to meet the priorities and objectives.
157. The monitoring role of subject leaders is developing but recent staff changes have had a negative impact on the speed of this development. Subject leaders are involved in reviewing the quality of subject planning and the provision of resources.
158. Subject leaders employ some useful strategies to discover information about the health of subjects, for example in physical education, the subject leader circulates questionnaires to staff and analyses these to find the aspects of the subject where staff feel most confident and those where they need support.
159. Helpful analysis of data from national curriculum tests in mathematics highlights pupils' strengths and needs in the subject and influences subject planning.
160. Subject portfolios with samples of work matched to national curriculum levels have been initiated in the core subjects but they are not yet present for foundation subjects. Staff moderate samples of core subject work and this enhances their understanding of achievement at the different levels.

161. Another positive element of the current school improvement plan is the introduction of cross moderation events with the local cluster of schools.
162. Procedures for the involvement of pupils in setting targets have been initiated but are at an early stage of development.
163. Information from national and standardised tests is recorded and the school is beginning to use the data to set targets for improvement.
164. There has been the introduction of class visits by the head teacher to monitor teaching performance. There has been limited involvement of subject leaders in class visits for monitoring purposes.
165. The current school improvement plan is appropriately constructed with clear targets, identified strategies and personnel, time scales and success criteria. Funding implications are well considered.

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

Grade 2: Good features and no important shortcomings

167. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
168. There are sufficient qualified, experienced and specialist teachers and support staff to deliver the curriculum and meet the needs of the pupils. The school has appointed an acting deputy headteacher to support the headteacher and governors with school development during the interim period prior to a permanent appointment. Support staff demonstrate a good range of expertise when providing additional help for both SEN (Special Educational Needs) and mainstream pupils; they liaise closely with the teaching staff and take an constructive part in pupils' learning during lessons.
169. Effective administrative support is provided which ensures that the routines of the school run smoothly and efficiently. The caretaker together with the supervisory, cleaning and catering staff are valued members of the school team and make an important contribution to implementing its values and caring ethos.
170. The level of provision, deployment and condition of books, materials and equipment held centrally and in classrooms is generally good and positively supports pupils' learning. The school library is adequately resourced and well used. The school recognises the need to update the ICT (Information and Communications Technology) equipment, particularly with regard to the provision of interactive whiteboards. Subject leaders and the governing body regularly review resources to ensure that they are used efficiently and kept up to date.
171. The accommodation is contained within a pleasant setting with secure and extensive grounds; the main building is relatively new, well maintained and used effectively to promote learning. Children in the early years benefit from a new nursery building with very good facilities which assist the high standards of learning achieved. The demountable buildings lack space and facilities and detract from the high standards of the surrounding accommodation.
172. The attractive and informative displays in the classrooms and learning areas celebrate pupils' achievements and enhance the learning environment.
173. Appraisal and performance management procedures ensure that staff receive the professional development necessary to implement the school's plans for curriculum development. Staff are generally deployed effectively and efficiently although communication between teaching staff who share classes could be usefully extended to include pupils' learning goals and information on the standards achieved.
174. The headteacher and governors regularly monitor the school development plan to ensure that spending decisions are well matched to the school's priorities. Careful budget control and successful applications for grants have ensured the achievement of stable finances and a good pupil-teacher ratio. Subject leaders review the resources

for their own subjects. Efficient and effective use is made of the finances and resources; the school achieves good value for money.

Standards achieved in subjects and areas of learning

Under-fives

175. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's learning.

Language, Literacy and Communication Skills

Nursery

Grade 2: Good features and no important shortcomings

Good and outstanding features

176. Children speak confidently, they can explain what they are doing and give reasons for choices made.
177. Children are developing appropriate writing skills, for example as they chalk on the hard surfaced play area or when involved in writing lists during role play.
178. There is growing recognition of the sounds of letters.
179. Children can use simple Welsh greetings.

Shortcomings

180. There are no important shortcomings.
181. During the inspection, children did not choose to read books when this activity was offered as an alternative to other, more practical activities.

Reception

Grade 2: Good features and no important shortcomings

Good and outstanding features

182. Children enjoy books, handle them appropriately and can comment on the story using picture clues. They know the function of contents and index pages in non-fiction books.
183. They engage willingly in discussion and listen well to adults.
184. Children have a developing awareness of letter formation and can write simple sentences, for example, about fruit.

185. Children have good knowledge of greetings and other simple phrases in Welsh. They can follow instructions given in Welsh during a PE lesson.

Shortcomings

186. There are no important shortcomings.

Personal and Social Development

Nursery

Grade 2: Good features and no important shortcomings

Good and outstanding features

187. Children co-operate well to share equipment and materials.
188. They demonstrate good levels of independence and confidence when selecting activities and are keen to explore or make suggestions.
189. When changing shoes for a PE lesson, they require minimal support and are eager to learn techniques for using shoe attachments. They understand procedures for cleaning their hands following art activities.
190. Children co-operate well and support each other when using the computer to respond to a story or when sharing equipment during sand play.

Shortcomings

191. There are no important shortcomings.

Reception

Grade 2: Good features and no important shortcomings

Good and outstanding features

192. Children are well motivated and eager to participate in activities.
193. They show developing independence with dressing and store their clothes neatly when preparing for a PE lesson.
194. Children willingly take on responsibilities such as those linked with the role of helpwr heddiw.
195. Most children show good levels of consideration for others and co-operation to share resources.
196. Children persevere well when challenged with activities which are new to them.

Shortcomings

197. There are no important shortcomings.

Mathematical Development

Nursery

Grade 2: Good features and no important shortcomings

Good and outstanding features

198. Children can use comparative terms such as 'bigger than' when building towers from blocks or using play dough. They can place items of different size in order.
199. They can recognise two-dimensional shapes, explain some of their properties and explain where they have seen the shapes in everyday life.
200. Children can count forwards and backwards, for example during registration, and can recall simple number rhymes.

Shortcomings

201. There are no important shortcomings.

Reception

Grade 2: Good features and no important shortcomings

Good and outstanding features

202. Children can count forwards and backwards to 20 in English and in Welsh.
203. They recognise differences between the shape, colour and features of different coins and can sort them appropriately.
204. They can use comparative terms and phrases such as 'costs the most' when engaged in role play.
205. Children can write numerals with growing confidence and can add simple amounts before writing the total.
206. They can recognise and continue a simple pattern made in coins.

Shortcomings

207. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good and outstanding features

- 208. Children have a good awareness of living things, for example, they can comment on the way in which the tadpoles are changing and know they will become frogs.
- 209. They know that plants require sun and water to grow and can describe some of the seasonal changes of trees.
- 210. During role play linked with the beach, children are able to describe features seen at the seaside.
- 211. Children can manipulate a computer mouse to respond to on-screen directions.

Shortcomings

- 212. There are no important shortcomings.

Reception

Grade 1: Good with outstanding features

Good and outstanding features

- 213. Children make careful observations of the world, for example, they comment that adults use credit cards as an alternative to cash.
- 214. Children know the days of the week and can apply terms such as yesterday and tomorrow.
- 215. They make observations and record the weather in Welsh.
- 216. Children's knowledge of living things is very good. They know the names of fruit, understand that fruit have seeds and that plants grow from seeds and can confidently sequence a plant's life cycle. They understand the requirements of growing plants, for example, they turn plants on a daily basis so that all parts receive sunlight.
- 217. Children use graphic packages in ICT confidently.
- 218. Children develop good knowledge of the local area, for example, they can describe features passed on a route.

Shortcomings

- 219. There are no important shortcomings.

Physical Development

Grade 2: Good features and no important shortcomings

Good and outstanding features

- 220. Children show appropriate levels of control and co-ordination when using large play equipment such as climbing equipment and bicycles.
- 221. In a dance lesson, they use arm movements well to manipulate scarves and ribbons and co-ordinate their movements to move a parachute in a good variety of ways.
- 222. Children use scissors and other cutting tools with growing dexterity.

Shortcomings

- 223. There are no important shortcomings.

Reception

Grade 2: Good features and no important shortcomings

Good and outstanding features

- 224. Children can move at different levels, speeds and directions when following instructions.
- 225. They use a range of small games equipment with increasing skill and confidence. For example, they throw and catch bean bags and strike a target with good success.
- 226. They use hand tools such as scissors with growing competence.

Shortcomings

- 227. There are no important shortcomings.

Creative Development

Nursery

Grade 1: Good with outstanding features

Good and outstanding features

- 228. Children achieve very good results when selecting materials to create seaside pictures using a range of different textures and colours. They take pride in the finished product and describe the effects.

- 229. Children use a range of tools and their hands to create interesting effects in their artwork.
- 230. Children create effective models from three dimensional shapes and varied materials.
- 231. They respond to music by creating a good range of dance movements.
- 232. Children enjoy exploring rhythm using different percussion instruments and play instruments to accompany singing.

Shortcomings

- 233. There are no important shortcomings.

Reception

Grade 1: Good with outstanding features
--

Good and outstanding features

- 234. Children's responses to the work of other artists are of outstanding quality. They are able to use a range of materials such as chalk, ink and paint to emulate the effects of famous paintings.
- 235. Children's paintings of sunflowers indicate a very good awareness of colour and tone. Their creative contributions to a national competition are bold, colourful and imaginative.
- 236. They create interesting graphic images of flowers using ICT.
- 237. Children sing enthusiastically and spontaneously with a good knowledge of lyrics and awareness of melody.

Shortcomings

- 238. There are no important shortcomings.

English

Key stage 1: Grade 3: Good features outweigh shortcomings
--

Key stage 2: Grade 3: Good features outweigh shortcomings
--

Good and outstanding features

- 239. In both key stages pupils develop satisfactory speaking skills. They are eager to contribute to class discussions and to collaborative group tasks. In the best practice they are enabled and encouraged to extend ideas of their own. Pupils can structure their talk so that they are understandable and coherent and are able to adapt their

speech to different circumstances and demands. When motivated they are attentive in lessons and concentrate well. They listen to their teachers in directed class activities and to their peers in formal situations.

240. In KS1, pupils take turns in speaking and can recount events and personal experiences during class discussions. They are attentive to teachers' requests and respond appropriately to visitors' questions. In Y2, pupils develop good skills in asking as well as answering questions during 'hot seating' activities.
241. During literacy sessions, pupils in KS2 convey opinions with increasing confidence and in some instances are able to articulate their thoughts on particular topics using specific subject vocabulary. In Y4, they use vocabulary well to identify the particular characteristics of fictitious characters from selected texts. On occasions, pupils partake constructively in their own lesson evaluations.
242. Standards in reading are satisfactory with some pupils achieving good standards by the end of KS2. In KS1, pupils can read and comment on their own written work. They enjoy discussing their storybooks, can predict endings and make appropriate observations about aspects of content.
243. In KS2, shared reading experiences contribute positively to pupils' confidence and self-esteem in developing skills. They respond thoughtfully to peers within group and paired reading situations and appreciate a range of reading materials. They can discuss their own strategies for choosing books giving reasons for their preferences and are able to recall favourite books and authors. Pupil can read for research purposes and retrieve information to support their work, although this was limited during the inspection. Initiatives, such as 'School Book Day' strengthen positive attitudes towards reading.
244. Pupils' independent writing is progressing satisfactorily in both key stages. In KS1, pupils understand the significance of sentence structure and can sequence ideas logically into coherent sentences. They identify speech in text and begin to apply punctuation correctly.
245. In KS2, as pupils progress through the key stage they undertake a range of writing in different forms and for different purposes. In this context they show a developing awareness of how to vary their language for different situations and readers and are able to select vocabulary for impact. Pupils use dictionaries to assist their understanding and to support their written work.

Shortcomings

246. The quality of sustained writing in both key stages needs to be further developed. The ability of pupils to reflect critically on their written work is currently underdeveloped.
247. There is variability in pupils' handwriting and in their ability to present their work appropriately. This aspect is being addressed by the school.
248. The evident good command of vocabulary by some pupils is often not effectively utilised in extended explanations or in their ability to justify points of view in different situations.

Some pupils are unable to participate purposefully as listeners; they do not always demonstrate sustained listening in group situations.

- 249. Younger pupils do not always apply appropriate strategies to make sense of what they are reading.
- 250. The school recognises the need to further develop pupils' skills in literacy and is currently in the process of reviewing the scheme of work in the light of new initiatives.

Mathematics

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

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

Good and outstanding features

- 251. All pupils, including pupils with SEN, make good progress in mathematics as they progress through the school. Pupils are set according to their age and ability from Y2 onwards.
- 252. Year 1 pupils develop a good foundation in their understanding of numbers. They can confidently identify a variety of two and three-dimensional shapes and accurately sort and classify objects using criteria related to their properties. They use non-standard measures to measure length and collect data using simple tally charts and pictographs to record their findings.
- 253. In Y2, pupils extend their number skills recognising odd and even numbers to at least a hundred. They use a ruler to measure in centimetres, work with the calendar and tell the time correctly to the hour and half past; the more able tell the quarter hour. They successfully begin to apply their number skills by solving real life and money problems involving addition, subtraction and simple multiplication.
- 254. Year 3 pupils understand scale and use this concept when recording information in graphical form. They understand that data can be presented in different ways and make sensible interpretations from the information. All pupils make good progress with learning their tables up to the five times table.
- 256. In Y4, pupils halve and double two digit numbers, accurately find the percentages and fractions of numbers and recognise equivalent fractions. They correctly identify lines of symmetry for a wide range of shapes.
- 257. In Y5, pupils find fractions of numbers to a hundred and understand simple probability. The more able confidently work to hundredths with decimals, measure accurately from millimetres to metres, find the perimeter and area of a variety of shapes and work with negative numbers. Pupils apply their skills to solve problems and carry out investigations.

258. Year 6 pupils have a good understanding of place value reading numbers to a million accurately. They extend their number skills to find percentages of numbers to a thousand, work with decimals to three places and compare fractions, percentages and decimals.

Shortcomings

259. Pupils have insufficient time in mental arithmetic sessions to fully develop and consolidate their number skills. They do not always explain their strategies and have limited opportunities to apply their skills to real life problems.

Welsh Second Language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings
--

Good and outstanding features

260. In both key stages, pupils respond positively and enthusiastically to a varied programme of reading, writing and oral activities. They work in pairs and groups to develop their oral skills and reinforce vocabulary through participation in role play and through language games. Younger pupils demonstrate a growing confidence in supporting their oral responses with spontaneous and independent reference to target phrases on class displays.
261. Pupils in both key stages make good progress in building upon previous learning, they recall vocabulary and familiar phrases and are able to follow instructions and commands. Pupils reciprocate greetings and respond correctly during registration; in some classes they extend their responses to include personal preferences, naturally and confidently. Previously, older pupils in both key stages have read their own work and performed dialogue for younger pupils.
262. Pupils in KS1 can make requests and are making progress in transferring known phrases into different contexts. In Y1/2, pupils insert alternate vocabulary into their own poems modelled on a familiar version and enjoy reciting these to peers.
263. Pupils in Y2 consolidate their oral skills through participating in 'hot seating' activities. They successfully vary selected phrases to question each other about the weather, personal preferences and clothing. They use connectives to extend their responses.
264. In KS2, pupils question peers with increasing confidence. In Y5, they begin to apply recognised vocabulary related to parts of the body and familiar adjectives to describe themselves and their friends. They enjoy reinforcing their learning through paired questioning and detective games.
265. In both key stages, pupils make good progress in developing their reading skills through the use of big books, flash cards and work sheets. Pronunciation is good. Pupils

understand basic textual material containing repetitive sentence patterns and are able to read their own work. In Y4, following shared reading of a big book, pupils advance their understanding through sequencing, group reading and writing tasks.

- 266. Pupils' writing skills develop satisfactorily through tasks that include completing sentences using familiar vocabulary, use of a framework to write poems, labelling, writing dialogues, filling in questionnaires and recording factual and personal information. In some instances they can transfer recognised phrases into new topics.
- 267. The use of ICT is effective in supporting reading and oral activities. Relevant use is made of listening stations, the interactive whiteboard and CD-ROMs to consolidate learning and to generate interest.
- 268. The assistance of the athrawes fro in supporting and encouraging teachers in the delivery and organisation of the subject programme impacts positively on pupils' progress.

Shortcomings

- 269. The good practice of consolidating specific phrases in other subject areas during the day, needs to continue to be consistently applied to enable pupils to develop confidence and spontaneity in their oral skills.
- 270. Pupils' writing skills particularly independent writing in KS2 through transference of recognised phrases from one topic to another needs to be further developed.

Geography

Key Stage1: Grade 2: Good features and no important shortcomings

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

Good and outstanding features

- 271. There is a clear progression throughout the school in the development of pupils' mapping skills. Pupils are able to use effectively aerial photographs and maps as sources of information, use maps to illustrate patterns, for example land use, and use atlases to gain a wider geographical understanding. Pupils in KS2 are able to follow directions, using compass directions, estimate and calculate distances using the scale of the map or atlas.
- 272. A key feature of the school is the way that geographical studies are placed within the context of the study of places and of the use of topical and relevant studies. Pupils in both key stages gain a good understanding of the variation between places. The development of a meaningful link between the school and a contrasting school in Madagascar reflects this focus on an exploration of place.

273. In KS1, pupils through their development of an imaginary map, based on a story, are able to make and use maps and to consider the quality of the area and express views on features to be included. They show a secure understanding of geographical terms and are able to effectively communicate their ideas and opinions.
274. Pupils in Y2, through their study of the Isle of Coll, have a good awareness of a contrasting locality, of the features and services provided and what it might be like to live there. They are able to identify the similarities and difference between The Isle of Coll and their own locality with regard to transport and the jobs people do.
275. Pupils in Y3, in the study of work and journey to work in the local area show good skills of geographical enquiry. They are able to ask appropriate questions and establish procedures for gathering evidence and presenting their information. They recognise that the range of jobs available in small communities will differ from those of larger places and are able to analyse why people travel long distances to work.
276. Through their study of Llandudno, pupils in Y5 are able to recognise why a locality is as it is and the processes that are contributing towards its development. They are able to make meaningful comparisons with their own area and are able to identify the main geographical patterns that exist in both localities.
277. Through their studies on the development of a new retail development in Monmouth, pupils in Y5 and Y6 show a good understanding of a range of geographical skills, collecting and analysing a range of evidence, developing opinions and drawing conclusions. Pupils show a good awareness of the ways in which the environment is affected by change and recognise that people have differing views about changes that are made to their local area.

Shortcomings

278. There are no significant shortcomings though there is limited progression on the theme of environmental sustainability at a local, national and international level. Pupils' understanding of how people might begin to safeguard the future environment through sustainable development is limited.

Physical Education

279. During the inspection, dance was observed in KS1 and in KS2; lessons in dance, gymnastics and games were seen.

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

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

Good and outstanding features

280. Pupils throughout the school are aware of the need to prepare for exercise by warming up.

281. Pupils in KS1 show developing control and co-ordination in their movements. They show good awareness of space.
282. In their dances linked with flying, KS1 pupils are able to vary the speed, direction and levels of spinning movements.
283. KS2 pupils demonstrate commitment to improving their skills and movements and have good stamina for sustained exercise.
284. Y5 pupils have good recall of previously learned dance movements and are able to discuss the mood and structure of a dance.
285. Pupils in Y5 can plan appropriate dance movements in response to a 'pirates' stimulus and are able to refine their dances before performing with good style.
286. In gymnastics, Y6 pupils perform good quality balanced postures and, working in pairs, can suggest ways to improve arm, head and leg positions.
287. Using gymnastic apparatus, Y6 pupils are able to perform interesting sequences showing controlled balances, varied pathways and controlled mounting and dismounting techniques.
288. In games, Y6 pupils show well developed throwing, catching and bowling skills and are able to use both over arm and under arm techniques with good accuracy. They use the correct terminology for cricket skills and movements.
289. Y6 pupils can control a Lacrosse stick well to toss, catch and scoop a ball while moving at good speed.

Shortcomings

290. There are no important shortcomings.

School's response to the inspection

The school acknowledges that the written report reflects the flavour of the oral report as fed back to staff and governors. The governors also acknowledge that the report reflects much of the self-evaluation document prepared by the school prior to inspection.

Appendix A

Basic information about the school

Name of School	Overmonnow Primary
School type	Community
Age -range of pupils	3 - 11
Address of school	Rockfield Road Monmouth
Post-Code	NP25 5BA
Telephone Number	01600 715462

Headteacher	Mr. Huw Williams
Date of appointment	September 2002
Chair of Governors/ Appropriate Authority	Mr. David Waring
Registered Inspector	Mr. Allan Fear
Dates of inspection	6 June - 8 June 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17.5	37	41	43	62	54	67	63	367

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	4	19

Pupil : teacher (fte) ratio (excluding nursery and special classes)	23 :1
Pupil : adult (fte) ratio in nursery classes	11.7 :1
Pupil : adult (fte) ratio in special classes	2.4 :1
Average class size, excluding nursery and special classes	23
Teacher (fte) : class ratio	1.1 :1

Percentage attendance for three complete terms prior to the inspection			
	N	R	Rest of school
Autumn 2004	90	95	93
Summer 2004	na	92	92
Spring 2004	na	91	93

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection.	0

Appendix C

National Curriculum Assessment Results 2004

National Curriculum Assessment KS 1 Results: 2004			Number of pupils in Y2: 48						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
English	Teacher Assessment	School	13	0	0	5	60	22	0
		National			4	13	63	20	0
Mathematics	Teacher Assessment	School	13	0	0	0	54	33	0
		National			4	10	62	24	0
Science	Teacher Assessment	School	13	0	0	2	47	38	0
		National			2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) by teacher assessment

In the school:	82	In Wales:	81
----------------	----	-----------	----

National Curriculum Assessment KS 2 Results: 2004			Number of pupils in Y6: 50											
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	4	2	0		0	2	4	22	42	24		
		National						1	5	16	46	30		
	Test/Task	School	4	4	0	0			6	12	42	32		
		National		1	1	2			4	13	42	37		
Mathematics	Teacher assessment	School	4	2	0		0	4	4	16	56	18		
		National						1	4	17	46	31		
	Test/Task	School	4	2	0	0			2	10	52	30		
		National		1	1	1			3	15	43	36		
Science	Teacher assessment	School	4	2	0		0	0	2	14	56	22		
		National							1	11	50	37		
	Test/Task	School	4	2	0	0			0	8	48	38		
		National		1					1	8	51	39		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school:	62	In the school:	72
In Wales:	70	In Wales:	68

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- N Pupils who have failed to register a level for reasons other than absence
- B pupils not entered for tests because they are working outside the level of the test
- W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

Six inspectors spent a total of 16 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 42 lessons or part lessons;
- All classes;
- Acts of collective worship; and
- A range of extra-curricular activities.

Members of the inspection team had meeting with:

- staff, governor and parents before the inspection began: and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- The school's self-evaluation report;
- 94 responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with the staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects/areas of learning
Mr. Allan Fear Registered inspector	Context Summary and recommendations Key questions 1, 4 and 5	Geography
Mrs Karen Morris Team inspector	Key questions 2	Early Years Physical education
Mrs Gwyneth Rees Team inspector	Key question 3 and 7	English Welsh second language
Mr Cliff Brace Team inspector	Key question 6	Mathematics
Mrs Helen Starkey Peer assessor	Contribution to all key questions	Contributions to all subjects/areas of learning
Mrs Elizabeth James Lay Inspector	Contributions to key questions 1,3, 4 and 7	

Acknowledgement

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

The inspection was undertaken by:

ACES School Inspections,
University of Wales, Newport,
School of Education,
Caerleon Campus,
P.O. Box 179
Newport.
NP18 3YG

**Inspection under Section 10 of the
Schools Inspections Act 1996**

Overmonnow Primary School

A Summary Report for Parents

Date of Inspection: 6 – 8 June 2005

by

Allan Fear

Registered Inspector No: WO/15698

**Date: 21 July 2005
Under Estyn Contract number T/254/04P**

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, 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.

Overmonnow Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about 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 school was inspected under new arrangements, which include:

- The use of a new inspection framework;
- An emphasis on the school's own evaluation of its work; and
- A representative of the school staff, in this case the headteacher, who worked with the inspection team as a nominee.

Before the inspection, governors and staff produced a self-evaluation report that included their judgements on the work of the school. Inspectors used this report to choose areas to examine in order to confirm the accuracy of the school's judgements.

The inspection of Overmonnow Primary School took place between 6 June – 8 June 2005. An independent team of inspectors, led by Allan Fear 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Summary and recommendations

Overmonnow Primary School is a school with many strengths, in particular the early years provision and the effectiveness of the Special Needs Unit (SNU). The school has made progress since the last inspection and now needs to ensure that good practice is disseminated throughout the school to ensure a whole school approach to many aspects of the life and work of the school.

The inspection team agree with many of the strengths and weaknesses identified by the school in its self-evaluation report, which is, overall, a full and accurate document.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

The pupils' standards of achievement in the subjects observed are as follows:

Pupils' Standards of achievement	Grade				
	1	2	3	4	5
	5%	68%	24%	3%	0%

The overall quality for the educational provision of the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Desirable Outcome	Nursery	Reception
Language, literacy and Communication skills	2	2
Personal and Social Development	2	2
Mathematical Development	2	2
Knowledge and Understanding of the World	2	1

Creative Development	1	1
Physical Development	2	2

Children in the early years classes make good progress in their development of key, personal, social and learning skills, including bilingual skills.

In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

Standards in the key skills across the curriculum and bilingualism are as follows:

Key Skill	Key Stage 1	Key Stage 2
Speaking and listening	Grade 3	Grade 3
Reading	Grade 3	Grade 3
Writing	Grade 3	Grade 3
Numeracy	Grade 2	Grade 2
Information and communication technology (ICT)	Grade 2	Grade 2
Bilingualism	Grade 2	Grade 2

There is insufficient development of the key literacy skills in a systematic way throughout the school and wide variability in pupils' ability to apply and develop these key skills of language across the curriculum. The majority of interactions in lessons are teacher to pupil and this constrains the development of pupils' speaking skills. While there is good practice in developing pupils' confidence as speakers in Y5, this has not been extended to other areas of the school.

Pupils achieve good bilingual skills. Both staff and pupils have a positive attitude towards the language and many staff use the Welsh language as a means of communication during lessons. Pupils show good levels of understanding and can respond to commands and simple questions at an appropriate level.

Pupils' with special educational needs (SEN) in mainstream classes make good progress and achieve the targets set for them. Pupils in the special needs unit (SNU) who have a wide range of needs make very good progress in a well structured learning environment.

Overall pupils make satisfactory progress in their acquisition of new knowledge, skills and understanding and in their creative skills. Pupils, particularly at the end of KS2 need to be more fully involved in in-depth enquiry based work to fully achieve the progress of which they are capable.

In KS1, teacher assessments for 2004 show the majority achieve national expectations (level 2) in English, mathematics and science. The results are just below those of the local authority and national norms when compared to similar schools in Wales. Fewer pupils achieve level 3 in English than mathematics or science.

In KS2, pupils' standards of achievement in the NC tests for 2004 show that pupils achieved above the local authority and national averages in mathematics and science but below in English. When compared to similar schools in Wales, results are below the average in English and above the average in mathematics and science.

While the school has introduced a series of measures to increase pupils' awareness of their strengths and weaknesses in their work and what they need to do to improve, this is still an area for further development. Pupils are insufficiently involved in assessing their own work. Pupils with SEN are aware of their personal targets and work hard to achieve them.

Pupils make good progress in their personal, social and moral development. Pupils are well behaved. They are respectful and courteous to their fellow pupils and to all adults, responding well to instructions and requests. They move around the school in an orderly manner and demonstrate good self-discipline and consideration to others.

Throughout the school, pupils show a good awareness of equal opportunity issues while older pupils respond in a mature manner to concepts such as tolerance and justice. However, pupils' awareness of the cultural diversity within society is limited. Visits to the local community and places of interest, help develop pupils' understanding of society, but generally there is insufficient opportunity for pupils to make links with the world of work.

The average attendance for the three terms preceding the inspection was 94%. Attendance registers are appropriately taken, attendance systematically monitored and parents made fully aware of their responsibilities. Pupils are punctual at the start of the school day.

The quality of education and training

The findings of the inspection team do not agree with the judgement of Grade 2 made by the school in its self-evaluation report. The school, while recognising the variability of the quality of teaching and learning in both key stages, did not sufficiently consider its impact on pupils' standards and progress.

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

The quality of teaching in the subjects inspected	Grade				
	1	2	3	4	5
	13%	57%	17%	13%	0%

The percentage of lessons judged at least 2 is above the Welsh Assembly Government (WAG) target of teaching being good or better but below the WAG target of 95% of lessons being satisfactory or better. In this context satisfactory equates to grade 3 for the purpose of the target.

Teachers and support staff establish very good working relationships with pupils and take pains to promote pupils' self-esteem and pride in their work.

Involvement of learning support assistants (LSAs) is well-planned and effective. Teachers and LSAs work co-operatively to enhance delivery of lessons, particularly for the under 5s and pupils with special educational needs.

Teachers and support staff have good subject knowledge and use this well to support learning. They use subject specific vocabulary regularly and appropriately and are good role models for pupils.

Routines for learning are well established and promote pupils' confidence and involvement in lessons. This is particularly evident in classes for the under 5s where induction procedures operate effectively and help children to settle in school.

Where teaching is consistently good and very good, teacher delivery is lively and motivates pupils and careful attention is given to ensure an appropriate challenge for all pupils. Teacher intervention is purposeful and pupils are encouraged to think for themselves. Where teaching is satisfactory there is a lack of clarity in explaining learning objectives clearly to pupils and in reviewing these to enable pupils to understand what they have learned and where they need to go. There is insufficient involvement of pupils in activities which provide appropriate levels of challenge and an over-direction of pupils who are not required to think for themselves.

Teachers' marking is positive and encouraging and usually linked with the learning objectives of lessons. However, teachers rarely use comments to help pupils to understand how to improve their work and pupils are insufficiently involved in evaluation of their own work.

Use of assessment information to inform planning is underdeveloped. Teachers sometimes adhere too rigidly to longer term planning and do not always respond to the needs of pupils. Consequently, teachers do not always provide appropriate levels of challenge for pupils.

Reports for parents are detailed and meet statutory requirements. They provide a helpful summary of progress and link well with individual achievement but inclusion of targets for improvement is more variable.

The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. Schemes of work are in place for all N.C. subjects and religious education, which is taught in agreement with the Locally Agreed Syllabus. These continue to be updated and modified in the light of discussion, classroom practice and teachers' own evaluation.

Children in the early years have access to a broad spectrum of well planned experiences. Teachers in nursery and reception work co-operatively to review provision and ensure continuity and progression in children's learning across the six areas of the curriculum.

The additional learning needs of pupils in the special needs unit (SNU) are successfully met within an ethos of inclusion and the arrangements for learning support in class are appropriately organised and sensitively managed. However, focused and structured differentiated tasks, including extension activities for pupils in mainstream classes need to be further developed.

Although key skills are identified in planning, it is acknowledged by the school that they are not yet uniformly embedded to enable pupils to apply, consolidate and refine key skills systematically through a range of related experiences in all subject areas. This aspect is currently in the process of being reviewed.

Pupils' personal and social skills are sympathetically promoted; pupils demonstrate good social skills. Learning experiences appropriately promote pupils' moral, social and cultural development. Acts of collective worship reinforce pupils' understanding of moral issues within their school and in the wider community. Pupils are enabled to reflect through participation in moments of quiet contemplation. However, few opportunities were afforded pupils during the inspection to experience a sense of reverence through exploring their own feelings and developing their understanding of spiritual awareness. Pupils' awareness of the multicultural nature of society needs further development.

Pupils enjoy and benefit from a range of extra-curricular activities. Through the commitment of staff and the enthusiastic participation of a number of pupils these promote team spirit and add an enriching dimension to pupils' learning.

The quality of partnerships with parents, community and other schools and colleges is good. The school works to maintain good relationships by seeking parents' views and assistance. Communication with parents is very effective. The prospectus is of a good quality and fully meets requirements. Parents showed their support for the school and responded extremely positively to the pre inspection questionnaire and meeting.

Y Cwricwlwm Cymreig is successfully promoted across a range of curriculum areas. The learning experiences in early years contribute very positively to the development of children's dual literacy skills.

Good provision is made for pupils' personal and social development. Planning has been carefully audited and is currently undergoing review. The curriculum includes the promotion of a healthier and safer lifestyle. Pupils feel valued, learn how to respect the views of others and have a good understanding of the importance of working together to make choices.

Initial work has made a positive start in enabling pupils to gain a better understanding of sustainable development and the school has plans to improve this further.

The head teacher, governors and staff work together to provide very good care and support services for all pupils. Care arrangements are well planned and managed.

The induction arrangements for pupils entering the school are highly effective and ensure that pupils settle quickly and successfully into their new environment.

Pupils are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of the pupils and ensure equality of opportunity. Relationships between staff and pupils are good and pupils feel valued, happy and secure.

The school has appropriate policies and procedures to monitor inappropriate behaviour. The school takes very seriously its responsibility for the general safety and well being of pupils. There are clear, well-documented procedures for child protection and health and safety. Absences are very carefully monitored and the school has an effective system in place to identify and follow up on pupils whose attendance is giving cause for concern.

The quality of provision for pupils with SEN in the main school is good. Arrangements for identifying pupils with additional learning needs are good. The school's policy on SEN is detailed and informative and complies with the recommendations of the Code of Practice.

The co-ordination of support for pupils with SEN is very effective throughout the school. The SEN co-ordinators provide clear and positive guidance to class teachers and support staff and liaise effectively with staff from the special needs unit (SNU) who provide expert support and together make an effective team. A good feature of the school is the separation of roles and responsibilities between the SNU and mainstream special needs provision yet with both aspects sharing ideas and expertise and ensuring that all pupils with SEN receive appropriate support and guidance.

Pupils with SEN have individual education plans (IEPs). These are of good quality and are reviewed and updated on a regular basis. The writing of such plans is a cooperative activity involving teachers, learning support assistants, special needs co-ordinators, parents and SNU staff. This ensures that all partners are well aware of the realistic, measurable targets set and clearly understand their contribution. Parents of children with SEN are kept regularly informed of their child's progress.

The Special Needs Unit (SNU) accommodates pupils with statements of special educational need covering a wide range of need. Staff within the unit operate as a very effective and integrated team, are very knowledgeable and display a great sensitivity and understanding of the pupils they support. Their focused team effort and their skills in ensuring that pupils with a wide range of difficulties are effectively met are an outstanding feature of the work undertaken. Pupils receive a well balanced and structured educational programme and make very good progress commensurate with their needs and abilities.

The school recognises its responsibility to promote gender equality and this is reflected throughout the curriculum.

Pupils learn about respect and tolerance and pupils from all backgrounds are given equality of opportunity. Both the school and pupils recognise and respect diversity and the school is very effective in securing equal and appropriate treatment for disabled learners.

The school has a policy supported by good, clearly defined procedures for promoting racial equality and dealing with all forms of racial discrimination and harassment.

Leadership and management

The management of the school have, through its values, aims and objectives, given a clear direction to the work and life of the school. The school improvement plan and the school self-evaluation report give a clear and accurate assessment of the school's strengths and areas for further development. The school takes good account of national priorities and these are integrated into the strategic development of the school.

The quality of leadership shown by the headteacher is good. He has a clarity of vision for improving and developing the school and is very aware of the need to ensure that all stakeholders are fully engaged in the strategic planning and development of the school.

The headteacher has created a climate in which staff, teaching and non-teaching, are encouraged to give of their best and has clearly identified ways in which the school can move forward, listening carefully to the views of his colleagues. As yet there is not a strong whole school ethos of teamwork to which all staff are committed, through trust and mutual co-operation. While there is much good and often very good work undertaken throughout the school there is a lack of a whole school approach to many aspects of the work of the school. Consequently best practice is rarely disseminated and good work undone.

The senior management team has yet to fully fulfil its function. Whilst it has an overview of the school's strengths and areas for development, it has yet to fully manage and oversee the mechanisms necessary for implementing change. The school has a system of key stage leaders. While this works effectively in the early years area, their role, particularly with regard to their link with subject leaders in instituting change, establishing standards and developing appropriate teaching and learning strategies needs to be further clarified.

The role of subject leaders is at a developmental stage; many are inexperienced. While they have reviewed and modified schemes of work and teacher plans, sampled work and begun to produce portfolios to support self-evaluation and established action plans, their impact on the quality of teaching and learning is variable. The school recognises the need to further develop their leadership role in evaluating the standards pupils achieve, to make more effective use of historic and standardised data and ensure information gained is acted upon to sufficiently impact on standards.

The Governing Body is supportive of the headteacher, staff and pupils and is fully committed to the aims, objectives and vision of the school. Governors meet regularly and are provided with a great deal of information about the school's performance and activities. They demonstrate a good knowledge of the school's finances and ensure that spending decisions are carefully considered. Budgetary expenditure is carefully monitored, with existing programmes of expenditure regularly reviewed to assess cost-effectiveness. However, governors are not yet fully involved in monitoring the

quality of provision and the standards pupils achieve. Overall, the school provides good value for money

The governing body fulfils its regulatory and legal requirements, and appropriate policies are in place to meet all statutory requirements.

Overall, the self-evaluation report produced for the inspection is an accurate and fair reflection of the quality of provision and the standards achieved by the pupils. It reflects the considerable changes in staffing in recent years and identifies both the strengths of the school and the areas for development.

The analysis of national and local statistics is used to identifying trends over time, to inform planning and to set the priorities in the school improvement plan (SIP). This is a well thought out working document with action plans that are clear and fully involve those responsible for providing education. The planning includes time schedules, success criteria, targets and costs; enough resources are provided to meet the priorities and objectives.

There are sufficient qualified, experienced and specialist teachers and support staff to deliver the curriculum and meet the needs of the pupils. The school has appointed an acting deputy headteacher to support the headteacher and governors with school development during the interim period prior to a permanent appointment. Support staff demonstrate a good range of expertise when providing additional help for both SEN (Special Educational Needs) and mainstream pupils; they liaise closely with the teaching staff and take a constructive part in pupils' learning during lessons.

Appraisal and performance management procedures ensure that staff receive the professional development necessary to implement the school's plans for curriculum development. Staff are generally deployed effectively and efficiently although communication between teaching staff who share classes could be usefully extended to include pupils' learning goals and information on the standards achieved.

Effective administrative support is provided which ensures that the routines of the school run smoothly and efficiently. The caretaker together with the supervisory, cleaning and catering staff are valued members of the school team and make an important contribution to implementing its values and caring ethos.

The level of provision, deployment and condition of books, materials and equipment held centrally and in classrooms is generally good and positively supports pupils' learning. The accommodation is contained within a pleasant setting with secure and extensive grounds; the main building is relatively new, well maintained and used effectively to promote learning. Children in the early years benefit from a new nursery building with very good facilities which assist the high standards of learning achieved. The demountable buildings lack space and facilities and detract from the high standards of the surrounding accommodation.

Recommendations

In order to improve the school needs to:

- R1 raise standards in English in both key stages and Welsh as a second language in key stage 2;
- R2 raise standards in the key language skills of speaking and listening, reading and writing across the curriculum, in both key stages;
- R3 reduce the variability in the quality of teaching and learning, through the sharing of good practice, to ensure effective progression and challenge for pupils in both key stages;
- R4 ensure that teachers use assessment effectively:
 - to inform their teaching and learning;
 - to enable pupils to understand the purpose of assessment and become involved in identifying their own progress and areas for improvement;
- R5 develop and empower the Senior Management Team (SMT) so that it can begin to work more effectively in building a sense of common purpose and implementing change;
- R6 continue to develop the role of subject leader in the monitoring and evaluation of standards in the subjects of the National Curriculum;

The school self-evaluation report clearly highlights many of the above and additional aspects as key areas for improvement.

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. The plan, or a summary of it, will be circulated to all parents at the school.