

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

**A Report on the Quality of Education in**

**Pentrepoeth C.P. School  
Bryn Hedydd  
Bassaleg  
Newport  
NP10 8JN**

**School Number: 6802300**

**Date of Inspection: 6 October 2008**

**by**

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

The inspection of Pentrepoeth C.P. School took place between 06/10/08 and 08/10/08. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Pentrepoeth Primary School is situated in the village of Rhiwderin, which is on the outskirts of the City of Newport, which is the Local Education Authority (LEA). It serves the local area, which is largely residential and relatively prosperous. There are 385 pupils on roll from the ages of four to eleven.
- 2 Nearly all pupils live relatively close to the school. Pupils have a full range of ability. When they start school in the reception class, children's skills and experiences are generally in line with those expected and found amongst four year olds.
- 3 The school reports that 5% of pupils are entitled to free school meals, which is well below the LEA average of 21.2% and the all-Wales average of 17.5%. About 12% of pupils are considered by the school to have some degree of special educational needs (SEN) which is below average for schools locally and nationally. Five pupils have statements of SEN relating to a range of difficulties. No pupil was excluded in the previous school year. No pupil is disapplied from the national curriculum (NC). No pupil is looked after by the LEA.
- 4 English is the predominant language of 100% of pupils and 81% of pupils are from white, British backgrounds. The remainder are from a range of backgrounds. No pupil has Welsh as the first language of the home. No pupil has support in learning English as an additional language.
- 5 The school was last inspected in the autumn term 2002 when the current headteacher was in post. The longstanding deputy headteacher retired at the end of the summer term. This post is vacant and the role of deputy headteacher is currently undertaken by another member of the teaching staff on an acting basis. The chair of governors is recently appointed.
- 6 Since the last inspection, about one third of the teaching staff has changed. The school roll is less than it was at the time of the last inspection.
- 7 The school holds the Basic Skills Quality Mark 3, the Healthy Schools' Award (1-3), the Eco-Schools' Gold Award and Green Flag Status.

### The School's Aims

- 8 The school's aims are very wide and appropriate to the ages and abilities of the pupils.

### The School's Mission Statement

- 9 "To create a happy and caring school, in which everyone is given the best possible opportunity to learn effectively and reach full potential".

### The school's priorities and targets

- 10 The school's priorities for 2008/2009 are:
  - prepare for inspection;
  - assemble a post-inspection action plan;
  - implement the Foundation Phase;

- plan for Curriculum 2008;
- improve the use of Welsh across the curriculum;
- improve some areas of buildings and grounds;
- introduce and extend assessment for learning;
- to develop further information and communications technology (ICT); and
- continue the development of good teaching.

## Summary

- 11 Pentrepoeth is a good school. It is well organised and led. It provides a good quality of education, which has some outstanding features. It has made good progress since its last inspection.

### Table of grades awarded

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

- 12 The inspection team agrees with three of the school's judgements in the seven key questions of the inspection. The inspection team disagrees in how well pupils achieve, how well they are cared for, guided and supported, how effective is leadership and management and how efficient are leaders and managers in using resources. In these key questions, the school over-estimated by one grade its performance in these areas. While in each of these questions there were some outstanding features, they were insufficient to support the highest grade.
- 13 As this was a short inspection no judgements were made on standards of achievement in the lessons seen as no subjects were reported.
- 14 The overall quality of the educational provision for children under five is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 15 Many children begin school with skills and experiences, which are generally in line with those expected and found amongst four year olds. They make good progress and are well prepared for the next phase of their education. Nearly all reach or exceed the predictions made for them at the ages of seven and eleven.
- 16 Pupils with SEN and those with additional learning needs (ALN) make good progress and achieve well as a result of the very good support they received. All pupils are well prepared for the next stage of their education.

- 17 In the end of key stage 1 national teacher assessments for seven year olds in 2008 starting from an average base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was above most schools locally and nationally in all three subjects and when the results were combined. The proportion of pupils reaching the higher level (Level 3) was above schools locally and nationally.
- 18 When compared to schools in the LEA with a similar proportion of pupils considered to be entitled to free school meals, these results were above those similar schools in English and mathematics and just below those schools in science. In these assessments, boys achieved about the same as girls.
- 19 In the 2008 national teacher assessments for eleven year olds in English, mathematics and science the proportion of pupils achieving at least the expected level (Level 4) was above the local and national average in these subjects individually and when the results were combined. A high proportion of pupils reached the higher level (Level 5). In these assessments girls outperformed boys in all three subjects.
- 20 The school performed well above the majority of those schools in the LEA with a similar proportion of pupils considered to be eligible for free school meals in mathematics, above in English and just below in science. The combined results were well above.
- 21 Over recent years, results in the national teacher assessments for seven year olds have varied from below to above most similar schools locally. In the same period, the results of eleven year olds have been consistently above most of these similar schools. In 2007 they were very high. In 2008 the school met the targets agreed with the LEA.
- 22 Pupils' achievements in the key skills are Grade 2 (good features and no important shortcomings). In communication in Welsh and English standards are Grade 2. In reception, children speak clearly and show a growing vocabulary. In key stage 1 and key stage 2 nearly all make good progress and many are confident speakers. Across the school pupils listen very well and are very attentive. Pupils write well for a wide range of reasons and in different styles. They read for information readily.
- 23 Standards in communication in Welsh are also Grade 2. Building on a firm base in the reception where children recognise and use simple words and phrases, pupils in both key stages make good progress and by the end of key stage 2 many pupils compose short Welsh sentences. Across the school they listen very carefully and make good progress in reading and writing in Welsh.
- 24 However, bearing in mind the setting of the school, pupils' bilingual skills are Grade 3 (good features outweigh shortcomings). This is because while they know how to speak in Welsh they do not consistently use Welsh and English freely when responding in class situations.
- 25 Pupils' mathematical skills are Grade 2 and across the school pupils develop a secure understanding of how to measure and calculate in a range of situations and subjects. A particular strength is the very high standards pupils reach in applying their ICT skills across the curriculum. This is Grade 1 and has many outstanding features.

- 26 Pupils have a very good understanding of the richness of their Welsh culture, particularly as a result of the very good opportunities they have to experience it in key stage 2. Pupils' personal and social skills are also Grade 1. Across the school, pupils are very well behaved, take on responsibilities readily and support each other very well. They work together willingly.
- 27 Pupils' creative skills are a major strength and pupils achieve well in a wide range of activities where they utilise their skills effectively when designing, composing, making and performing.
- 28 Across the school pupils' problem-solving skills are Grade 2 as are their abilities to work together and to share their thoughts and ideas.
- 29 Pupils have a very clear understanding of what they need to do to improve their own learning and performance. They have a clear picture of the standards they reach. This is Grade 1.
- 30 Attendance at 94.9% is above the LEA and national averages. The school has met its targets for attendance.

### **The quality of education and training**

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
34%	57%	9%	0%	0%

- 31 These figures are well above those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2006/2007 (primary) where the quality of teaching is good or better (Grade 1 and Grade 2) in 80% of lessons with 14% being Grade 1.
- 32 In the reception, teachers provide a wide range of appropriate activities, which are carefully organised and timed to enable the teachers and their assistants to support children's learning very well.
- 33 Across the school, in the best lessons, the outstanding features include:
- very good subject knowledge and expertise;
  - very clear demonstrations of what pupils should aim to achieve;
  - outstandingly effective questioning techniques which promote the thought processes of individual pupils;
  - confident use of incidental Welsh;
  - skilled use of language and expression to encourage pupils to empathise with specific human situations;
  - very warm and supportive relationships with pupils;
  - tasks well matched to the different abilities within classes; and
  - very careful evaluations of what pupils have learnt as a result of the lessons.
- 34 Arrangements for assessment and its use in planning and improving learning are Grade 2. There are detailed and effective systems to assess learning, achievement and progress. The school meets all statutory requirements for assessing, recording and reporting on pupils' progress. Effective arrangements are in place for teachers to agree standards within the school and with nearby schools including the local secondary school, particularly in English, mathematics and science.

- 35 The curriculum is broad and balanced. It meets all legal requirements for the NC and the locally agreed syllabus in religious education; it meets the needs of the age and range of pupils very well. It is equally accessible to all pupils.
- 36 Pupils' personal development is very well planned and is of a high quality. There is a very wide range of after-school clubs and activities.
- 37 The provision for pupils' spiritual, moral, social and cultural development is Grade 2. Pupils' spiritual development is effectively fostered through daily collective acts of worship, which meet legal requirements, and through some very good opportunities in some lessons.
- 38 Provision for pupils' moral development is a very strong feature in the school as is the provision for pupils' social development. Arrangements to foster pupils' cultural development are strong. Pupils have good opportunities to appreciate the richness of their own cultural heritage (Y Cwricwlwm Cymreig) and to understand and value the cultures of other people and communities.
- 39 Arrangements for homework are good and work is carefully chosen to support the learning going on in school.
- 40 Pupils are well cared for, guided and supported. The school manages care arrangements and support services well. The school has thorough plans and arrangements to support pupils' well-being. Pupils are given a very good understanding of the importance of exercise and of eating healthily.
- 41 The school council is active. Their opinions are valued and taken fully into account. The school promotes equality of opportunity well and ensures that all pupils are involved in all school activities. There are detailed arrangements to discourage the stereotyping of individuals and cultures.
- 42 Child protection arrangements meet legal requirements and recommended rigorous good practice. The school has in place sound arrangements to review attendance, punctuality, behaviour and performance.
- 43 Support for pupils with SEN and ALN is of a high quality and it is very well managed by the special educational needs co-ordinator (SENCo) and a very well deployed groups of teaching assistants. The code of practice for SEN is met in full.
- 44 There is an accessibility plan in place following a detailed survey of the site. The whole site is accessible to those with physical disabilities.

### **Leadership and management**

- 45 The headteacher provides a very committed and thoughtful lead to the school and ensures that the school runs smoothly. There are close professional links between all staff who work effectively to maintain standards and to achieve the school's long-term targets. The headteacher ensures that the school has a strong sense of direction and is at the heart of the community.
- 46 The roles of subject co-ordinators are clearly defined and their functions have been strengthened. Because several teachers have only recently taken specific responsibilities, they have had limited opportunities to impact on their subjects. Notwithstanding this, all with responsibilities are committed to providing pupils with a good education.

- 47 The school takes careful note of national priorities and local initiatives. Arrangements to provide teachers with time during the taught week to plan, prepare and assess (PPA) are effectively organised.
- 48 The governing body is well led by a chair of governors who is very well informed and provides a strong and purposeful lead. The governing body constructively holds the professional leadership of the school to account and is very instrumental in setting the school's long-term strategic direction. They are kept well informed about pupils' progress and the standards pupils achieve. Financial management is rigorous and well focused on the educational needs of pupils. The governing body meets all of its statutory duties in full.
- 49 The process of self-evaluation is firmly in place and founded on first-hand evidence. There are well-used links between the process of self-evaluation, the school improvement plan (SIP) and the school's performance management arrangements. The school's self-evaluation document is sufficiently detailed and provides a good basis for coming to judgements about the school's successes and areas for development. It is broadly accurate.
- 50 Since the last inspection in October 2002 the school has made good progress in addressing the key issues of that inspection.
- 51 The school is well managed on a day-to-day basis and administration is efficient and good natured. There is an advantageous provision of well-qualified teachers and support staff who work together very well.
- 52 The accommodation is very attractive and is in a good state of repair. There are many outstanding features around the site, which significantly enrich and extend pupils' learning. Displays of pupils' work are of a very high quality.
- 53 The school is very well resourced and good use is made of these. Resources are of a good quality and quantity and are readily available.
- 54 Bearing in mind the overall quality of the education provided and the progress pupils make, the school gives good value for money.

## Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 Raise standards in bilingualism; and \*
- R2 Continue to strengthen the roles of curriculum co-ordinators and extend on a planned basis, their support for initiatives they are pursuing. \*

*\* Which the school has already identified as a priority*

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

## Standards

## **Key Question 1: How well do learners achieve?**

### **Grade 2: Good features and no important shortcomings**

- 55 The findings of the inspection team did not match the judgement made by the school in its self-evaluation report. The school over-estimated by one grade how well learners achieve. This is because while the school generally performs very well in the national assessment, the overall standards achieved in all other aspects of pupils' work and in their progress in learning are good, with no important shortcomings.
- 56 In the 2008 national teacher assessments for seven year olds in English, mathematics and science, the proportion attaining at least the expected level (Level 2) was above schools locally and nationally in all three subjects and when these results were combined. In these assessments girls and boys attained about the same in all three subjects. The proportion of pupils reaching the higher level (Level 3) was also above schools locally and nationally.
- 57 When these results are compared to schools in the LEA with a similar low proportion of pupils considered to be entitled to free school meals, these results were above most of these schools in English and mathematics and just below these schools in science. The combined results were above.
- 58 In the 2008 national teacher assessments for eleven year olds in English, mathematics and science, the proportion of pupils achieving at least the expected level (Level 4) was above the local and national averages in all three subjects and when they were combined. In these assessments girls out-performed boys in all three subjects. The proportion of pupils reaching the higher level (Level 5) was well above schools locally and nationally. When these results are compared to schools in the LEA considered to have a similar low proportion of pupils entitled to free school meals, the school achieved well above these schools in mathematics, above in English and just below in science. The combined results were well above.
- 59 In recent years, results in key stage 1 have varied. For example, in 2007 results in English, mathematics and science were below most similar schools. In 2005 and 2006 they were above.
- 60 In key stage 2, results have been consistently above most of those similar schools and in 2007 they were very high. In 2008 the school met the targets it had agreed with the LEA.
- 61 Overall, pupils make good progress and build successfully on what they know and can do when they begin school. Many pupils reach at least the expected standards predicted for them at seven and eleven years of age. Pupils with SEN and those with ALN make good progress as a result of the outstanding help and support they receive.
- 62 The overall quality of education provided for children under five is appropriate to their needs and children are making good progress towards the foundation phase outcomes.
- 63 As this was a short inspection no grades were given for standards of achievement in the lessons seen.
- 64 Pupils' achievements in the key skills are Grade 2. Standards in communication in English are Grade 2.

- 65 In communication in English in the reception classes children progress well in speaking. They speak clearly. In key stage 1 and key stage 2, pupils speak confidently with a growing vocabulary. Listening skills in the reception and in key stage 1 and key stage 2 are good with some outstanding features.
- 66 Across the school, pupils are very attentive in lessons and listen very carefully to each other when discussing in pairs, small groups and in whole-class situations. Pupils write well for a wide range of purposes across the curriculum. They write in different styles, for example in history and science. They read widely and have well-developed reference skills using reference books and the Internet widely to find out information.
- 67 Standards in communication in Welsh are Grade 2. In the reception children recognise and use simple words and phrases. They are beginning to use the language of number in Welsh. In key stage 1, pupils respond to greetings in Welsh appropriately and know some short phrases when carrying out instructions. In key stage 2, most pupils have a growing vocabulary and are beginning to speak in sentences. Listening skills are good in Welsh in the reception and also in both key stages. Pupils listen carefully to adults and to other pupils. Children in the reception recognise some Welsh words. In both key stages, pupils read short extracts from books written in Welsh. They write short phrases and sentences and respond in writing to simple questions.
- 68 Pupils' bilingual skills however are less well-developed, have some shortcomings and are Grade 3. This is because while pupils have the vocabulary they do not consistently use English and Welsh freely when responding in class situations.
- 69 Pupils' mathematical skills are Grade 2. In the reception, children make good progress in learning how to weigh and measure. In both key stages, pupils have a good understanding of how to correct and interpret data, for example in geography and science. They measure accurately in design technology.
- 70 Across the school, pupils' skills and competence in ICT are Grade 1 and are particularly well-developed and applied in key stage 2. In the reception, children use the mouse to find their way around simple programs quickly and accurately. In key stage 1 and key stage 2, pupils use a wide range of resources and equipment very well. They use these independently and very confidently, for example in science or when recording or making electronic presentations of work they have completed.
- 71 Pupils' understanding of the richness of their Welsh culture is Grade 1. From the reception, pupils have a very good understanding of Welsh literature and culture. They have a very good appreciation of the work of some modern Welsh artists and illustrators some times at first hand. They have a very good understanding of some aspects of Welsh music and dance.
- 72 Pupils' personal and social skills are Grade 1. In lessons and around the school, pupils are very well motivated, behave responsibly and show respect for each other and for adults. They support each other very well, celebrating each others' successes very warmly and generously.
- 73 Across the school pupils' problem-solving skills are Grade 2. Children in reception solve problems sensibly when taking part in practical activities and in

- their play. Pupils in both key stages confidently investigate for example in science and find logical solutions.
- 74 Pupils' creative skills are Grade 1. In the reception children investigate paint, fabrics and a wide range of media in designing and making a range of two and three-dimensional articles.
- 75 In key stage 1 and key stage 2 pupils have very well-developed artistic skills. They use ICT creatively and compose music, for example to represent the story of Cantre'r Gwaelod. Older pupils write creatively for a wide range of reasons, for example in science and in history.
- 76 Pupils work together willingly and share their thoughts and opinions freely. This is Grade 2. A particular strength in the school is the way in which pupils have a very clear understanding of how to improve their own learning and performance. This is also Grade 1. Pupils are very familiar with their own targets and have a very detailed picture of what they need to do to improve. They enthusiastically discuss how they can build on their achievements.
- 77 Pupils' behaviour and their attitudes to learning are very good and the school is a happy and purposeful place. The quality of relationships is very good and adds to pupils' confidence and sense of self-worth.
- 78 The school has high levels of attendance and the average for the three terms prior to the inspection was 94.9%, which is higher than the LEA average by about 1.5%. The school sets targets for attendance and currently meets them. Registration arrangements meet Welsh Assembly Government (WAG) guidelines. Nearly all pupils arrive at school punctually and lessons start on time.
- 79 An outstanding feature of the school's provision is the opportunities afforded to the pupils to participate in the life of the community and the experiences provided for them to gain very good knowledge and understanding of the world of work.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

- 80 The findings of the inspection matched the judgements made by the school in its self-evaluation report.
- 81 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	57%	9%	0%	0%

- 82 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 91% of lessons. This figure is well above the picture reported by HMCI in the Annual Report 2006/2007 (primary) when the quality of teaching is good or better (Grade 1 and Grade 2) in 80% of lessons and is outstanding (Grade 1) in 14%.
- 83 In the reception, teachers plan very carefully in order to organise successfully a wide range of appropriate learning experiences. Teachers and their assistants

work very effectively with their children so that children begin school happily and make good progress.

- 84 Across the school, teachers ensure that their lessons are very well structured and meet the needs and abilities of all pupils. They carefully explain what their pupils should aim to achieve and set out clearly what is expected in the time available. Pupils are positively encouraged to believe that they can succeed. As a result, they work confidently and know that their teachers value their efforts.
- 85 Lessons of high quality, which have outstanding features, are found across the school. In these lessons teachers show very good subject knowledge and demonstrate very clearly what pupils should aim to achieve themselves. They question very effectively to encourage pupils to think things out for themselves. They vigorously promote pupils to ask questions and to work out logical answers.
- 86 Teachers cleverly relate problems, for example in mathematics to situations in every-day life. They develop pupils' understanding of specific terms through very well-structured explanations. They use incidental Welsh naturally and extensively. They make their lessons lively and stimulating experiences for their pupils. They very successfully encourage their pupils to empathise with a character in a story. As a result, in one lesson pupils were emotionally moved by the plight of 'Billie' and seriously discuss the feelings of others less fortunate than themselves.
- 87 Across the school, in the best lessons, pupils and teachers work closely together and enjoy the teaching and learning taking place. There is a sense of eager endeavour and enjoyment in the activities going on. Tasks are very well matched to the different abilities within the classes so that all pupils including those with SEN and ALN are appropriately challenged.
- 88 In the best lessons, teachers carefully emphasise the skills pupils will need to employ as they learn. They stress the importance of pupils' planning for themselves and of reflecting upon what they have achieved. Pupils are made very aware of the skills they will need to become successful, independent learners. Across the school in many lessons, teachers systematically review what has been taught and use that information very well to plan for the next lesson so that pupils learn systematically.
- 89 Where there were some shortcomings in a small number of lessons, these relate to teachers not questioning sufficiently to test whether individual pupils had understood what had been taught. In a small number of lessons teaching was slow to start and opportunities were missed to develop pupils' understanding of how to evaluate the performance of others. In some lessons teachers did not emphasise clearly what skills for learning they wished their pupils to apply.
- 90 There is a comprehensive and effective assessment, recording and reporting policy, which has been reviewed in light of the new curriculum orders and guidance for September 2008. The systems and procedures in place have good features and are well understood and managed by teachers.
- 91 There are very comprehensive procedures for pre-school and baseline assessment when pupils start in reception. Staff in the foundation phase use

observation recording sheets and children's profiles very effectively to support the early identification of pupils' needs. Progress of children in the foundation phase is regularly reviewed and careful records are kept.

- 92 Teachers have a good knowledge of the standards achieved by the pupils across all subjects. They use assessment information well to inform consistently future planning so that pupils build systematically on what they already know and can do as they move through the school. The provision for meeting the needs of more able and talented pupils with challenging enrichment and extension activities is satisfactory, though there is inconsistency with regards to planning opportunities for independent learning.
- 93 Teachers' assessment of pupils' knowledge and understanding in all subjects is well-developed and used effectively to inform planning and to set realistic targets for the school.
- 94 There is a well-established system to judge standards in subjects accurately. The school has worked successfully with other local schools including the local secondary school to agree standards pupils achieve in English, mathematics and science.
- 95 Marking is consistent, fair, accurate and sufficiently detailed. There are many very good examples of diagnostic, evaluative marking and continual assessment, with feedback to pupils during lessons, where teachers help pupils understand what they need to do to improve their work and make progress. Pupils are encouraged to make positive and constructive responses to teachers' comments. This very successfully helps them to improve their understanding of the next steps in their learning.
- 96 Annual reports to parents provide helpful information for parents about their children's progress in all subjects. They include targets for improvements in English, mathematics and science, together with helpful general comments about the pupils' personal and social development.

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

**Grade 1: Good with outstanding features**

- 97 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 98 The curriculum is very broad, balanced and relevant. It meets the aspirations, needs and interests of the range of pupils very well. It has many strengths. It meets statutory requirements in full and has taken on board statutory and non-statutory curriculum orders for September 2008.
- 99 All curriculum policies and subjects are very comprehensive. Schemes of work very carefully build on systematically to existing knowledge, understanding and skills. They indicate what pupils will learn and are of very good quality. This is an outstanding feature. Each scheme has its own aims and objectives. There are explicit learning objectives, learning and teaching opportunities for each year group, with curriculum maps showing coverage across the school in some subjects, as well as details of assessment activities and resources.

- 100 Key skills are very well integrated into the teachers' weekly plans, highlighting which of the key skills are to be developed. The school has begun to plan systematically to develop pupils' skills for learning.
- 101 The curriculum is very significantly enhanced by an outstanding range of cultural and sporting activities. This includes a very extensive personal and social education programme, which includes circle time for younger pupils.
- 102 Greater independence and co-operation are promoted for Y6 pupils during a residential visit to Gilwern Outdoor Pursuits Centre. Pupils benefit from instrumental lessons by visiting teachers in strings, brass and woodwind and there is a whole-school orchestra.
- 103 The school makes good use of the grounds and nearby places to provide rich and exciting learning experiences. There is an allotment and other garden areas on site. The school provides for 'Y Cwricwlwm Cymreig' very thoroughly through visits to places of interest in the locality and beyond, for example, creative days at the Malpas IT Centre, which has resulted in some outstanding work in information technology when pupils have reflected on the strengths and weaknesses of making a movie.
- 104 Pupils' knowledge of the history and geography of Wales is strengthened by visits for example, to Caerleon Museum, Rhondda Heritage Museum and Southerndown. Visitors including some modern Welsh authors and members of the local community make learning interesting and enjoyable.
- 105 A wide range and number of extra-curricular opportunities for pupils include dance, cookery, choir, rugby, football and netball; these are taken up by a range of pupils of all ages. Arrangements for homework are good and tasks are well matched to support pupils' work in school.
- 106 There are sound arrangements to encourage pupils to use their bilingual skills in Welsh and English across the curriculum. However, these are not put into practice consistently.
- 107 An outstanding aspect throughout the school is the successful promotion of pupils' personal and social development, including good spiritual, moral, social and cultural development through a very extensive planned programme of work.
- 108 Pupils' spiritual development is effective through collective worship which takes a variety of forms and plays an important part in developing pupils' understanding of being part of the school community and celebrating success. For example, the leading of worship by visitors and the special Gold Award assemblies each Friday help to recognise achievements. Acts of collective worship are of a broadly Christian nature and meet legal requirements.
- 109 Arrangements for pupils' moral development have outstanding features. Teachers set very good examples for the pupils and their very positive relationships with pupils help to form pupils' very sound attitudes about self-discipline, how to behave socially and knowing the difference between right and wrong.
- 110 Pupils' social development is developed effectively across all aspects of the school. There is considerable charity work by pupils as well as concerts for members of the local community. As well as the school council and eco-committee there are Y6 helpers around the school at all times, for example,

during assemblies, paired reading buddies for younger pupils and playground monitors at break times.

- 111 Pupils are actively encouraged to think and have opinions and the school council is effective in decision-making, for example, promoting healthy break times. An outstanding feature is the work of the eco committee, for example, in growing vegetables in the school allotment.
- 112 The teachers promote pupils' cultural development very well. They encourage the pupils to consider important issues and their own experiences, both through reflection about and appreciation of their own and other cultures, the natural world, music and dance. Pupils are encouraged positively to reflect about multi-cultural issues.
- 113 The school has a clear statement of aims and a well-structured programme of activities for every year group ensuring that pupils' experiences and understanding of the world of work and entrepreneurship are effectively developed. A key feature is how entrepreneurship, sustainability, global citizenship and healthy school initiatives are well integrated into all curriculum schemes of work. This produces a logical approach.
- 114 Throughout their time in school all pupils in every year group have opportunities to develop their knowledge, skills and understanding of work-related issues. Older pupils benefit from a very wide range of work-related activities and visits and there are very good examples of several local businesses and organisations supporting school world-of-work activities including participation in various projects and competitions. The wide range of visits made often relates not only to classroom themes but also aspects of the environment, well-being, and health related issues. Teachers have also benefited from placements in business and industry.
- 115 The opportunities for learners to develop their entrepreneurial skills occur in every year group and include very good experiences relating to the activities of a mini-enterprise scheme, which operates throughout the year. It involves producing a range of commodities to parents at school events and in participation in design technology and engineering projects.
- 116 School activities are built on the aim of ensuring equal opportunities for all and to eliminating all forms of discrimination. There is a clear equal opportunities policy that deals with aspects of stereotyping and the policy is effectively implemented in many aspects of school life. Members of staff have high expectations of pupils regardless of their background and they make good efforts to raise pupils' awareness of equality, diversity and of tackling social disadvantage issues.
- 117 The school has achieved the Green Flag award of involving pupils in activities on sustainable development and global citizenship. There is very good provision for teaching sustainable development within subject areas and through cross-curricular themes. The school and eco councils play a very effective part in promoting environmental and healthy matters within the school. Pupils are very active in recycling initiatives.
- 118 The activities provided across the curriculum and the various extra-curricular activities undertaken ensure that the experiences outstandingly promote lifelong

learning skills. Welsh Assembly Government priorities and initiatives in these areas are given a high profile and are promoted to a high standard.

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

##### **Grade 2: Good features and no important shortcomings**

- 119 The findings of the inspection team did not match the judgement made by the school in its self-evaluation report. This is because the school overestimated the quality of the care, guidance and support it provides. While there were some outstanding features, these were insufficient to support the highest grade.
- 120 The school is a happy, caring community where pupils are highly valued and supported.
- 121 Relationships with parents are very good. Consistently positive responses were made by parents at the meeting prior to the inspection. Communication with parents is a notable strength of the school with effective use of regular newsletters and the school and parent-teacher association (PTA) web sites. The school responds positively to suggestions. Parents are very supportive of the school and the PTA provides outstanding support. Its wide range of activities provides large sums of money to improve school resources and extend opportunities for the pupils.
- 122 A good feature is the way in which the school actively promotes the involvement of parents and pupils in the consultation and decision-making processes. Biannual parental consultations and the role of the school and eco-councils ensure that parents, carers and learners believe that they are listened to and that, where possible, appropriate action will be taken.
- 123 There are effective induction and support programmes, which help children settle in quickly when beginning school. The links with feeder nursery schools are strong. As pupils progress through the year groups the transition arrangements are well planned including change-over days to aid the exchange of teaching staff. The transition links with the local comprehensive are an outstanding feature and are based on a well-planned and developed project with other local schools.
- 124 Registration periods are undertaken appropriately and good procedures for monitoring pupils' punctuality, attendance, behaviour and performance are in place. These factors have an overall beneficial effect on pupils' progress and confidence and help them thrive in a caring and supportive environment.
- 125 The national and social education programme is detailed and ensures that the modules and topics planned permeate all areas of the curriculum. These include planned entrepreneurial skills, sustainable development, healthy school, global citizenship, diversity, race relations, equality and inclusion.
- 126 The school has a long and successful involvement of participation in the Healthy Schools' project. The work of the eco-committee and school council effectively promotes the healthy development, safety and well-being of pupils. Health related activities are included in the curriculum and include healthy-eating and health-related fitness activities. The development of 'active' playtimes and 'peer' mediators further ensure pupils' well-being. The school protects the pupils from

harmful situations and regularly reminds them of health and safety through its daily procedures. A clear health and safety policy is in place.

- 127 An effective child protection policy is in place with the headteacher as the designated staff co-ordinator. There is also a named governor with identified responsibilities. The policy is in line with the local guidance and good practice. Staff and governors are fully aware of procedures within the school and of their role. Updated refresher training is provided for all staff and they are made aware of and understand their roles and responsibilities.
- 128 The provision for pupils with SEN and ALN is good with outstanding features. Overall the needs of pupils identified in SEN statements are met very effectively through a variety of strategies and intervention programmes.
- 129 The school very carefully identifies pupils with SEN and ALN. Assessment procedures and teachers' expertise in particular are very well used in this process. Very good use is also made of information provided when children enter the reception.
- 130 There is support of high quality during withdrawal sessions, which meets the needs of individuals and groups very successfully in both key stages. Nearly all pupils make good progress in relation to their targets. Very good support is also provided to meet the identified needs of other pupils who do not fully meet the criteria to be included on the SEN register. Appropriate provision is made for those pupils who have been identified as gifted and talented.
- 131 One of the strengths of the provision is the manner in which the SEN teacher and teaching assistants work very closely with class teachers whose short-term planning focuses well. It meets the needs of these pupils. All pupils with SEN also have opportunities to be involved in innovative activities such as weekly juggling activities with 'Mr Big'. These contribute very effectively to the promotion of self-confidence and co-ordination. All pupils with SEN or ALN have equal access to a broad and balanced curriculum.
- 132 The school adheres closely to the SEN code of practice and there is a clear policy to guide teachers' work. The SENCo is very well informed and provides outstanding leadership particularly in terms of co-ordinating provision and in fostering links with parents and carers.
- 133 Two named governors with considerable experience in the field makes a valuable contribution through active support and the regular monitoring of provision. All SEN staff are well informed and have received training in a range of various aspects of SEN including the field of dyslexia and some have attended courses in the field of dyslexia.
- 134 There is an effective system of record-keeping in place and the SENCo and teachers carefully monitor the progress of all pupils with SEN throughout the school. The school has established very good links with the comprehensive schools in this context. There are also good links with a range of relevant outside agencies and the school makes effective use of expertise provided when the need arises.
- 135 The individual educational plans (IEPs) written for pupils with SEN are of a good quality and are reviewed twice a year. Pupils' targets are clear and well focused and the views of parents and carers, and the pupils themselves, are taken into

account in their formation and review. There is a very effective parent support group. This meets on a half-termly basis and does much to enhance parents' awareness and the contribution that they can make to their children's progress.

- 136 Notable features of the school are the procedures used to ensure that appropriate support is provided for those few learners whose behaviour might impede their progress or that of others. The school's policies and procedures to promote good behaviour have outstanding features. Rewards and sanctions have been very effectively established as part of the school's assertive discipline approach and all staff members have received training in this field. All staff, including lunchtime supervisors have received training in assertive discipline. These arrangements and initiatives work very well.
- 137 The monitoring of behaviour is effective and celebration assemblies are used effectively. Where incidences of bullying or oppressive behaviour are drawn to the school's attention members of the school council confirmed that immediate action is taken.
- 138 The school recognises the diversity of the pupils' backgrounds and provides a fully inclusive learning environment for all the pupils by promoting equality of access and successfully tackling social disadvantage. Racial equality and good relationships between people are promoted effectively in all aspects of the school's work.
- 139 Discussions with pupils and members of the school council indicate that they are very successfully encouraged to be aware of their own culture and those of others. They recognise and respect diversity in people's race and cultural and social backgrounds. Pupils are also aware that we live in a multi-faith society. There are detailed arrangements to discourage the stereotyping of individuals and cultures.
- 140 The school has undertaken a survey to assess the school's accessibility and has in place a disability equality scheme, which provides appropriate information for disabled pupils and seeks support when required.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

- 141 The findings of the inspection team did not match the judgement made by the school in its self-evaluation report. While the school functions smoothly, the overall quality of leadership and management lacks sufficient outstanding features to justify the highest grade.
- 142 The headteacher gives a very committed and thoughtful lead and works closely with all professional staff to maintain standards and to achieve the school's objectives. The school runs smoothly. The headteacher ensures that the school is at the heart of the local community and has a clear sense of direction.
- 143 Staff morale is positive. All share a commitment to put the school's mission statement into effect and to plan and work constructively together.
- 144 The roles of subject co-ordinators have been strengthened. An ongoing system of reviewing progress in individual subjects has been established and is

currently being used successfully to identify areas for development in subjects. However, because some subject co-ordinators are relatively newly appointed or have recently taken on new responsibilities, there has been insufficient time for their efforts to impact fully on their areas of responsibility. All share a commitment to ensure that the school provides a high quality education for its pupils.

- 145 There are extensive and very detailed arrangements in place to assess pupils' longer-term progress and to judge accurately whether or not pupils are making the progress it would be reasonable to expect of them. Pupils who indicate through these assessments that they still need additional support are quickly identified and helped.
- 146 The school takes careful note of national priorities and local initiatives, including the development of pupils' bilingualism. However the impact of this initiative has been limited and the school has correctly identified this as an area for further attention.
- 147 There are robust arrangements in place, which are used systematically for teachers to share their ideas and expertise and to judge the success of teaching and learning. This information is well used to determine teachers' training needs. Links between this process and the school's performance management arrangements are effective. There are detailed organisations in place to support newly qualified teachers and teachers who are new to the school.
- 148 The governing body meets all of its statutory duties in full. The chair of governors is very well informed and provides a strong, purposeful and thoughtful lead. Governors work closely and supportively with the headteacher. Some are regular visitors and contribute significantly to its everyday life. The governing body is well aware of the progress the school is making and the impact of initiatives it has introduced.
- 149 The governing body constructively holds the professional leadership to account and takes its full part in agreeing its long-term strategic direction. Governors are well informed about the school's performance in national assessments. The school's financial management is prudent and well focused in addressing the real needs of the school. It is well matched to the school's performance management priorities and to the priorities set out in the SIP.

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

#### **Grade 2: Good features and no important shortcomings**

- 150 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 151 The process of gathering information about the performance of the school and of identifying the school's strengths and areas for development is firmly in place and based around the careful analysis of a wide range of data. The headteacher, acting deputy headteacher and subject co-ordinators are well informed about the strengths and areas for development within the school for which they are responsible. Good use is being made of this information to identify priorities for improvement as part of the school's future needs.

However, because some subject co-ordinators have recently assumed their responsibilities, this process has yet to have its full impact in some areas, for example in the consistent development of pupils' bilingual skills.

- 152 The headteacher and teachers carefully review pupils' performance in the national assessments and accurately identify where pupils need help and how well they learn. The process of self-evaluation has been thorough. It has included discussion with all staff and with the school council. It has not included, however, formal consultations with parents, for example through a school-based questionnaire. Similarly the school has not sought pupils' views through this process.
- 153 Governors have been given good opportunities to express their views and to take part in agreeing with the professional staff the priorities of the self-evaluation document.
- 154 The school's self evaluation document is sufficiently detailed and is carefully constructed. It is closely and clearly linked to the SIP. A wide range of evidence informs the SIP. It outlines clear priorities for action, success criteria, cost implications, responsibilities and dates for completion. Current targets are accurately focused on the school's needs and are closely linked to the school's performance management procedures, which take account of national and local priorities.
- 155 The inspection team agrees with three of the school's judgements in the seven key questions.
- 156 However in four out of the seven key questions the school over-estimated by one grade how well pupils achieved, how well pupils are cared for, guided and supported, how effective are leadership and strategic management and how efficient are leaders and managers in using resources. While there were some outstanding features in all of these four key questions where the inspection team disagreed, these were insufficient to support the highest grades.
- 157 Since the last inspection in the autumn term 2002 the school has made good progress in addressing the key issues of that inspection.
- 158 Standards in oracy in English and in numeracy have improved and are now Grade 2. Pupils communicate well in English and apply their mathematical skills effectively across the curriculum.
- 159 The roles of subject co-ordinators have been strengthened. They now play a full part with the headteacher in analysing standards and the quality of work.
- 160 The school self-evaluation process is detailed and closely linked to the school's improvement cycle.
- 161 The quality of teaching has improved. It is now a significant strength with good and very good teaching taking place across the school.

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

#### **Grade 2: Good features and no important shortcomings**

- 162 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report and a lower grade was allocated. While the

management of resources in order to achieve value for money is good and has a number of strengths, an insufficient number of outstanding features were identified to warrant the highest grade.

- 163 All teaching staff are well qualified to deliver the curriculum. There is a good range of experience and expertise and teachers are appropriately deployed and managed. All relevant staff have been appropriately checked to ensure their suitability to work in the school.
- 164 The school invests very well in support staff, who work very effectively and enthusiastically with teachers. Their contribution to SEN provision has outstanding features. All staff have job descriptions, which give a clear outline of their responsibilities.
- 165 Teachers and support staff regularly attend a range of training sessions and this has a positive effect on their skills and understanding. Some staff members have attended a variety of courses outside normal working arrangements, which further enhances their skills and expertise.
- 166 Workforce remodelling arrangements are well established and have been well used to enhance the management of teaching and learning. Teachers are provided with planning, preparation and assessment time in line with statutory requirements for reducing their workload, through the use of qualified teachers who focus on different parts of the school. These procedures are very well managed and have a positive impact on the quality of education provided.
- 167 The school administrative team makes very important contributions to the smooth and efficient daily routines of the school and the caretaker works hard to keep the school clean, tidy and in good condition.
- 168 The school is well resourced and resources match the demands of learning experiences particularly well. This is especially so in the reception and in the fields of ICT and SEN.
- 169 The accommodation has a number of outstanding features, which provide very effective settings for a wide variety of learning activities. The outdoor areas, which include a large field and a developing outdoor classroom, make very important contributions to the quality of provision. Effective use is made of the site and buildings. Classroom space and withdrawal areas for pupils with SEN in particular are very well utilised. Very good use is made of the school grounds to provide a range of enriching experiences. All of the facilities are accessible to the disabled.
- 170 Displays throughout the school are of a very high standard and contain a wide range of pupils' work, providing an environment that is both welcoming and educationally stimulating. Very good use is also made of the natural landscape in the school grounds.
- 171 The school's spending decisions are very well linked to plans for development and very effective use is made of very generous PTA contributions and additional grants, which are accessed.
- 172 Bearing in mind the standards pupils achieve and the quality of education provided the school gives good value for money.

## School's response to the inspection

The governors and staff have considered the outcomes of the inspection and are delighted that the report acknowledges that Pentrepoeth Primary is a good school that provides a good quality of education which has some outstanding features.

The inspection team found that the quality of teaching and standards of achievement are above the Welsh Assembly All-Wales targets and that our school's results are very high when compared with similar schools both locally and nationally. This is due to the hard work and commitment of pupils, staff and governors.

It is pleasing that the leadership of the school, the talents, skills and dedication of staff, at all levels, is duly acknowledged. The outstanding teaching and learning has also been recognised.

Pentrepoeth Primary is recognised as a very happy, caring school where pupils are highly valued and well supported. We intend to build on this firm foundation of high standards and high expectations.

The headteacher, staff and governors appreciated the professional way in which the inspection team carried out a detailed inspection of the school. Their recommendations will be acted upon in the future plans for the school.

## Appendix 1

### Basic information about the school

Name of school	Pentrepoeth C.P. School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Bryn Hedydd Rhiwderin Heights Bassaleg Newport
Postcode	NP10 8JN
Telephone number	01633 896101

Headteacher	Mr Jeff Eynon
Date of appointment	1 <sup>st</sup> September 2001
Chair of governors	Mr John Griffiths
Registered inspector	Mr Peter Mathias
Dates of inspection	6 <sup>th</sup> -8 <sup>th</sup> October 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	49	55	57	60	46	60	58	385

### Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	1	17.7

### Staffing information

Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:14

### Percentage attendance for three complete terms prior to inspection

Term	R	Rest of the school
Autumn 2007	95%	95.2%
Spring 2008	94.4%	94.4%
Summer 2008	94.8%	95.2%

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		58	
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School		2	45	53
		National		14	63	20
En: reading	Teacher assessment	School		0	45	55
		National	4	15	55	26
En: writing	Teacher assessment	School	2	0	74	24
		National	5	16	68	11
En: speaking and listening	Teacher assessment	School		2	29	69
		National	2	11	64	23
Mathematics	Teacher assessment	School		2	45	53
		National	2	11	65	22
Science	Teacher assessment	School		2	41	57
		National	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	98%	In Wales	80%

W Pupils who are working towards Level 1

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

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		60	
Percentage of pupils at each level						
			3	4	5	
English	Teacher assessment	School	5	33	62	
		National	16	50	29	
Mathematics	Teacher assessment	School	3	33	63	
		National	15	50	30	
Science	Teacher assessment	School	5	30	65	
		National	12	53	32	

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
In the school	95%	In Wales	74%

## Appendix 4

### Evidence base of the inspection

- A team of four inspectors, who were present in the school for ten inspector days, carried out the inspection with a peer assessor and a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Seventy-six questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-five lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and recommendations Contributions to Key Questions 1 and 2 Key Question 5 Key Question 6 Appendices
Mr Gwynoro Jones (Lay Inspector)	Contributions to Key Questions 1, 3 and 4
Mr Mike Thomas (Team member)	Contributions to Key Question 2 and 3
Mr Brinley Jones (Team member)	Contribution to Key Question 4 Key Question 7
Mr Jeff Eynon (Headteacher/Nominee)	Contributions to all Key Questions
Mrs Shaun Davey (Peer Assessor)	Contributions to all Key Questions.

### ***Acknowledgement***

*The inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.*

#### **Contractor:**

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