

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

**White Rose Primary School  
School Street,  
Elliot's Town,  
New Tredegar,  
NP24 6DW**

**School Number: 6762387**

**Date of Inspection: 27 February 2006**

**by**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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White Rose Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of White Rose Primary School took place between 27/02/06 and 02/03/06. An independent team of inspectors, led by Eifion R Morgan 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **full** inspection."

## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. White Rose Primary School was formed from the amalgamation of three local primary schools and is located in New Tredegar in Caerphilly County Borough. The school opened in September 2004 and is part of a complex that includes the nearby Resource Centre and an Integrated Children's Centre, situated adjacent to the school. Overall, this is an impressive facility that is providing a well-resourced, attractive learning environment for the community. The school hall is a shared community resource.
2. The school catchment includes the village of New Tredegar and the surrounding areas, but a significant percentage of pupils come from outside the official catchment area due to parental choice. The school considers that the majority of its pupils come from residential areas that are within the eighth most deprived ward in Wales and the most deprived ward in the Caerphilly County Borough.
3. The school has the capacity to accommodate 420 pupils, but currently there are 356 pupils on roll, 57 of whom attend the nursery on a part time basis. The majority of the children have attended the Integrated Children's Centre prior to attending the nursery class following their third birthday. There are 13 classes in the school, three of which are mixed age classes.
4. Nearly all pupils (99%) come from English speaking homes and there are no pupils who speak Welsh as a first language or to an equivalent standard. All pupils are taught Welsh as a second language. The school has identified 108 pupils (34%) as being entitled to receive free school meals, however, the school reports that many parents refuse to accept free meals or, due to part-time work, are excluded from the free meals criteria. The percentage of pupils entitled to receive free school meals is above the Welsh National Average.
5. Seventy pupils (21%) have been identified by the school as having special educational needs. This is in line with the Welsh National Average. Three pupils have a statement of educational needs.
6. The school has not been previously inspected.
7. The aims of the school, as stated in the school brochure are to:
  - (i) provide children with a caring environment in which every effort is made to provide them with the best teaching and learning;
  - (ii) maintain the trust that is evident throughout the community between home and school and continue the partnership between the parents and the school as a means of raising standards.
  - (iii) provide pupils with the opportunity to experience the world of work;

- (iv) continue to provide for pupils a wide range of extra-curricular activities including sporting activities and cultural events.

### **The school's priorities and targets**

- 8. The school's priorities and targets for improvement for the next 3 years are clearly stated in the School Development Plan (SDP) and include:
  - (i) improving the quality of children's writing;
  - (ii) improving the quality of reading;
  - (iii) continuing to develop a whole school strategy for teacher assessment;
  - (iv) integrating ICT as a key skill across the curriculum;
  - (v) developing standardised portfolios of children's work in the foundation subjects;
  - (vi) reviewing schemes of work and programmes of study in all subject areas;
  - (vii) increasing the use of incidental Welsh;
  - (viii) modifying Foundation Stage from September 2006;
  - (ix) creating an area for Governing Body members.

### **Summary**

- 9. White Rose Primary School, formed from the successful amalgamation of three local primary schools, is highly regarded by parents and the local community. Relationships throughout the school are good and pupils' personal and social development is well promoted within an atmosphere of mutual trust. Throughout the period of amalgamation and currently, the headteacher's leadership has been outstanding and under his guidance, and with the good support provided by the governors, the school is well placed to develop and improve further.
- 10. The school's self-evaluation document incorporates the seven key questions (KQ) identified by Estyn. The inspection team agreed with the judgements made by the school on three of the seven key questions that were graded 2, that is, good features and no important shortcomings. These key questions were:
  - KQ1: How well do learners achieve?
  - KQ3: How well do the learning experiences meet the needs and interest of learners and the wider community?
  - KQ6: How well do leaders and managers evaluate the improve quality and standards?
- 11. In a further three key questions, the judgement of the inspection team is that the school has underestimated its effectiveness, particularly bearing in mind the short period of time the school has been open. These three key questions were:
  - KQ4: How well are learners cared for, guided and supported?
  - KQ5: How effective are leadership and strategic management?
  - KQ7: How efficient are leaders and managers in using resources?



12. In each instance the grades were raised from Grade 2 to Grade 1.
13. Finally, the inspection team found some shortcomings in KQ2 'How effective are teaching, training and assessment'? but the shortcomings overall were outweighed by good features, hence Grade 3 was awarded.
14. In summary, the inspection team judged the school's work as follows:

#### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 1

#### Standards

15. Pupils' standards of achievement in lessons and sessions observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	64%	22%	7%	0%

16. Standards of achievement are good with no important shortcomings in nearly two-thirds of lessons (64%) and good with outstanding features in a further 7% of lessons. In the other lessons, nearly a quarter of them (22%) have good features that outweigh shortcomings. However, whilst the remaining 7% of lessons have good features, in each instance there are shortcomings in important areas.
17. Children's attainment on entry is generally below the expected level for children of this age, particularly in language and numeracy. However, children very soon settle into school life and progress well, particularly in their personal and social development. The overall quality of the educational provision for the under-fives is appropriate for their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

18. The standards of achievement of children in the nursery and reception classes are good with no important shortcomings in the six areas of learning. In summary, children's standards of achievement are as follows:

<b>Desirable Outcomes</b>	<b>Standards of Achievement Nursery and Reception</b>
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Pupils' standards of achievement in the National Curriculum subjects and religious education in Key Stage 1 (KS1) and Key Stage 2 (KS2) are as follows:

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 3	Grade 3
Welsh (second language)	Grade 2	Grade 4
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 3
Information Technology	Grade 2	Grade 2
Design Technology	Grade 2	Grade 3
History	Grade 2	Grade 3
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

19. The end of KS1 National Curriculum assessment results (2005) based on teacher assessment in English and mathematics were below local (LEA) and National averages and in line with local and National averages in science. In comparison with similar schools the English and mathematics results are close to the median, whilst the science results are above the median.\* In each instance comparatively few pupils achieve the higher level (Level 3).
20. The end of KS2 National Curriculum assessment results (2005) based on teacher assessment in English was just below local (LEA) and National averages. They were in line with local and National averages in mathematics and above these averages in science. In comparison with similar schools, results were around the median in English and mathematics and in the upper quartile in science.\*\*
21. There is no significant difference between the performance of girls and boys and the number of pupils achieving the higher level (Level 5) is generally in line with

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\* \* Schools in Wales with similar numbers of pupils registered to receive free school meals are grouped into four categories (quartiles) for comparative purposes

local and National averages. Comparison with previous results is invidious in view of this being a new school.

22. Children in the nursery and reception classes make good progress in acquiring key skills. A very good feature is their developing personal and social skills and their very good behaviour and attitudes to their work, and this sets a standard for good attitudes and behaviour throughout the school.
23. All pupils, including those with special educational needs (SEN), make good progress that outweighs some shortcomings in acquiring key skills. All pupils have good listening skills and most are eager to take an active part in classroom discussion. In most instances, pupils' vocabulary is developing well and they have good reading skills. There are shortcomings in pupils' writing skills, but these weaknesses are outweighed by good features. More able pupils in KS1, write at length and in different contexts. However, pupils' writing is often disorganised, poorly presented and handwriting often lacks fluency and legibility. This shortcoming in pupils' writing is recognised by the school.
24. Pupils, initially, make good progress in Welsh (second language) and this progress is sustained into KS2, where Year 3 pupils respond well to their teacher and engage in a Welsh dialogue. However, by the end of KS2, pupils lack a basic Welsh vocabulary and there are important shortcomings in pupils' reading and writing. These pupils lack the competence and confidence to use the language. Children's bilingual skills develop well in the early years, particularly so in the nursery, and whilst there are some good features in pupil's bilingual skills, there are shortcomings in important areas and, overall, pupils, as they get older, are increasingly reluctant to use the Welsh language purposefully.
25. Pupils' numeracy skills have good features that outweigh shortcomings, whilst their information and communications technology skills are good without important shortcomings. Pupils have well-developed problem solving skills and their creative skills are good with outstanding features.
26. Overall, pupils, including those with SEN, succeed regardless of their backgrounds and successfully achieve the agreed learning goals. They are acquiring new knowledge and understanding at a good rate and all pupils have a good understanding of what they have learnt. Pupils however, are less sure as to what they need to do to improve.
27. Pupils' behaviour and their attitudes to learning are good and this helps to create a good ethos in the school. The school is a happy, supportive, orderly community, where all pupils are equally valued. Pupils are courteous, polite and relate well to each other, to staff and to visitors to the school.
28. Pupils make good progress in their personal, social, moral and wider development. In particular, pupils say that sessions where they explore feelings and emotions have been helpful in enabling them to understand and respect each other's points of view.

29. This has been particularly effective in counteracting any tensions that might arise, such as during playtimes, when older pupils and those on the School Council report that they have been able to deal with issues and to resolve potential conflict that might otherwise take place.
30. Pupils demonstrate a good awareness of equal opportunity issues and respect for diversity within society. Pupils, of all ages, have a good and developing understanding of what living in a community means and the different views and feelings of different people within society.
31. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are fully committed to the local community and the school participates in many aspects of community life.

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

32. In the lessons and sessions observed the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
8%	64%	22%	6%	0%

33. The quality of teaching has good features and no important shortcomings in nearly two-thirds of lessons (64%). It is good with outstanding features in a further 8% of the lessons. In nearly a quarter of lessons (22%) good features outweigh shortcomings. The remaining 6% of lessons have some good features but in each instance there are shortcomings in important areas.
34. The quality of teaching in the early-years classes is nearly always good with no important shortcomings and there are outstanding features in some of the teaching.
35. An outstanding feature of the quality of teaching in all lessons is the very good relationships that exist between teachers and pupils and this, in most instances, effectively fosters learning. Pupils know that teachers value their contributions to discussion and this raises pupils' self-esteem and, in most instances, their motivation for learning. In all classes, teachers have high expectations of their pupils and in most lessons these expectations are met.
36. Teachers have good subject knowledge and lessons invariably start promptly. In most lessons there is a purposeful working atmosphere and pupils, of all abilities, are actively encouraged to take part. Classroom learning assistants make a valuable contribution to pupils' learning. Teachers and assistants support pupils well and ensure equality of opportunity for all.
37. Another good feature of lessons is teachers' use of questioning both to reinforce previous learning and to draw out pupils' ideas. This is a notable feature of the teaching and is very effective in developing pupils' oracy skills.

38. Where the teaching is good, teachers plan their lessons well and clearly identify learning objectives. This effectively focuses pupils on their learning. In a minority of lessons however, learning objectives are unclear and lessons inadequately planned, resulting in pupils being unsure as to how their learning is to proceed. As such, learning opportunities are lost.
39. In the best lessons, tasks are well matched to pupils' ability and prior achievement. In these lessons pupils' key and basic skills are well developed. However, in a few lessons tasks are not well directed at developing pupils' key and basic skills, tasks are not well differentiated and the more able pupils are not sufficiently challenged.
40. In lessons, such as in the teaching of Welsh in upper KS2, pupils' knowledge and understanding is not developed progressively and tasks, such as in conversational and written Welsh, do not build effectively on what pupils have learnt. Consequently pupils are overcome by too many unfamiliar words and phrases and simple sentence patterns are not well established. This has the effect of demotivating pupils and affects their confidence to use the language.
41. Teachers in the nursery and reception classes, provide a good basis for developing children's bilingual skills. Welsh words and phrases are prominently displayed in classrooms, particularly in KS1 where registration is often undertaken in Welsh. However, the development of pupils' bilingual skills is not given sufficient prominence and pupils, particularly in KS2, have inadequate bilingual skills. This is an important shortcoming.
42. The school has assessment procedures that records pupils' achievement and progress in the core subjects of English, mathematics and science. In the foundation subjects, topic work is assessed. This process forms the basis of target setting and demonstrates pupils' progress and achievement over the short period that the school has been open. However, assessment procedures lack consistency and are insufficiently refined so that pupils' progress can be accurately tracked and appropriate individual learning targets identified. Assessment results are not always used constructively to inform teachers' planning and consequently work is not always suitably differentiated and challenging for the different ability groups.
43. Individual reports to parents are detailed and parents appreciate the balanced picture that the school provides of their child, as they contain comments on social skills and attitudes to learning.
44. The school's curriculum is broad and balanced and enhanced with a wide range of sporting, artistic, musical and other activities. The provision for pupils' spiritual, moral, social and cultural development is good with no important shortcomings. School assemblies and collective worship are happy occasions of a broadly Christian nature that offer moral guidance and promote a strong sense of community.
45. Pupils' moral and social development is good and the school successfully promotes positive values and attitudes that are fully realised. Pupils know right

from wrong and act accordingly. They take responsibility willingly and exhibit good self-discipline.

46. Provision for pupils' cultural development is good. The school plans well to develop pupils' knowledge and understanding of the culture and heritage of Wales. Pupils' understanding of other cultures is good.
47. Parents are very supportive of the school as was apparent from the pre-inspection questionnaires and meetings with parents. They value, in particular, the school's 'open door' policy.
48. The quality of care, support and guidance provided for pupils is an outstanding feature of the school, as are the procedures for child protection and for dealing with issues that arise. The duty of care is fundamental to the school's ethos and all staff work for the best interest of the pupils. Another outstanding feature of the school is its commitment to equality of opportunity and the high priority given to the inclusion of all pupils in school activities.
49. Provision for learners with special educational needs (SEN) is good and these pupils take a full part in all school activities. The school is well designed and resourced to ensure equal treatment of disabled learners.

### **Leadership and management**

50. The headteacher provides the school with very good leadership and his influence is impacting on all aspects of school life. A notable and outstanding aspect of the headteacher's leadership is the way in which the process of amalgamating the three previous schools has been undertaken.
51. The headteacher has provided values, aims and objectives that are understood by all. A clear sense of purpose is evident in the work of the school and in its quest to improve standards and the educational provision provided by the school. The school ethos is based on equality of opportunity and this is reflected in the work of the school.
52. The school has in place the relevant policies and schemes of work to support the teaching. Curriculum leaders have been appointed for all NC subjects and religious education and they have begun the process of monitoring and evaluating standards, but, as yet, this is not fully effective.
53. The governing body have a very good understanding of their roles. They have been actively involved in the school strategic planning and are very supportive of the school.
54. The headteacher has developed, within the school, a self-critical culture and he is well informed about the school. He has put in place very good arrangements to monitor the quality of provision provided by the school. Current self-evaluation procedures are systematic and will provide first-hand evidence about the school's performance but, due to the short time the school has been open, this is yet to have its full impact.

55. The school's self-evaluation document is an outstanding and perceptive account of the school's strengths and shortcomings. Targets for improvement are clearly identified in the school development plan (SDP), and supported by the careful allocation of resources. This newly established school, under the headteacher's guidance and with the continuing active support of the governing body, is well placed to develop and to improve further.
56. The school is staffed with experienced and well-qualified teachers, support and administrative staff. They work very effectively together for the benefit of all pupils. The school provides its pupils with outstanding facilities and is well resourced. The headteacher and governors work together to ensure the best economic use of resources and, overall, the school provides very good value for money.

## Recommendations

In order to continue to improve the school needs to:

- R1\* raise standards in KS1 in English and in KS2, particularly in Welsh (second language) and ensure that pupils' bilingual skills are developed in both key stages;
- R2\* refine the school's assessment procedures to ensure that they are used consistently to track pupils' progress, to inform teachers' planning and to improve pupils' awareness of their own learning;
- R3 improve the quality of teaching where there are shortcomings; and
- R4\* continue to develop the role of the curriculum leaders so that they assume greater responsibility for raising standards in their subjects.

\* *These issues for development are included in the School Development Plan (SDP).*

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

57. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
58. Pupils' standards of achievement in lessons and sessions observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	64%	22%	7%	0%

59. Standards of achievement are good with no important shortcomings in nearly two-thirds of lessons (64%), and good with outstanding features in a further 7% of lessons. In the other lessons, nearly a quarter of them (22%) have good features that outweigh shortcomings. However, whilst the remaining 7% of lessons have good features, in each instance there are shortcomings in important areas.
60. Children's attainment on entry is generally below the expected level for children of this age, particularly in language and numeracy. However, children very soon settle into school life and progress well, particularly in their personal and social development. The overall quality of the educational provision for the under-fives is appropriate for their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
61. The standards of achievement of children in the nursery and reception classes are good with no important shortcomings in the six areas of learning. In summary, children's standards of achievement are as follows:

Desirable Outcomes	Standards of Achievement Nursery and Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2



62. Pupils' standards of achievement in the National Curriculum subjects and religious education in Key Stage 1 (KS1) and Key Stage 2 (KS2) are as follows:

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 3	Grade 3
Welsh (second language)	Grade 2	Grade 4
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 3
Information Technology	Grade 2	Grade 2
Design Technology	Grade 2	Grade 3
History	Grade 2	Grade 3
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

63. Pupils make good progress with no important shortcomings in KS1, and consistently achieve good standards with no important shortcomings in knowledge, understanding and skills. Standards of achievement are more variable in KS2, good features predominate, but there are some shortcomings in pupils' achievement, notably towards the end of KS2. Overall, pupils, including those with special educational needs (SEN), successfully attain the agreed learning goals.
64. Children in the nursery and reception classes make good progress in acquiring key skills. A very good feature is their developing personal and social skills and their very good behaviour and attitudes to their work, and this sets a standard for good attitudes and behaviour throughout the school.
65. Pupils, in both key stages, including those with special educational needs (SEN), make good progress that outweighs some shortcomings in acquiring key skills. All pupils have good listening skills and most are eager to answer questions and take part in classroom discussion. Their vocabulary is developing well and pupils, in both key stages, have good reading skills. Those in KS1 have good strategies for decoding unfamiliar words.
66. Pupils' writing skills show good features that outweigh shortcomings. The majority of pupils in KS1 make good progress in writing and write for different purposes. More able pupils in Year 2 write at length and in a variety of forms, including poetry and drama criticisms. However, in the main, pupils' writing skills are underdeveloped. Pupils' standards of writing, particularly in KS2, lack attention to detail and the writing is often disorganised. Written work across the curriculum is generally poorly presented and handwriting often lacks fluency and legibility. The school recognises the shortcomings in pupils' writing.

67. Pupils' Welsh vocabulary and their understanding of the language are well established in the early years and maintained through KS1. By the end of KS1 pupils have a good understanding of the basic words, phrases and sentences spoken by their teachers. These pupils responded positively to questions and commands and take an active part in lessons. However, pupils' speaking, reading and writing skills are not developed progressively across KS2. Whilst there are good features in KS2, such as in Year 3 where pupils take an active part in class dialogue, there are shortcomings in important areas, notably towards the end of the key stage. Pupils in Year 6, lack a basic Welsh vocabulary that would enable them to understand and to respond to their teachers. Their written work is limited and they lack the confidence to speak the language. Children's bilingual skills develop well in the early years and particularly so in the nursery, and whilst there are some good features in pupils' bilingual skills, there are shortcomings in important areas in that pupils' competence and confidence to use the Welsh language is very limited.
68. Pupils' numeracy skills in both key stages have good features that outweigh shortcomings. Pupils' good numerical skills are well used in some instances, such as during science investigations; however, pupils' numerical skills are not developed sufficiently progressively and consistently across both key stages in all subjects of the curriculum.
69. Pupils' information and communications technology skills are well developed across both key stages. Overall there are good features and no important shortcomings in pupils' achievement and pupils are using their skills both to find information, to consolidate their learning and to record their results. Similarly, pupils in both key stages, have well-developed problem solving skills and tackle problems confidently. Pupils' creative skills are good with outstanding features. Pupils' art work shows outstanding features, as does their ability to critically evaluate their own work and that of well-known artists.
70. The end of KS1 National Curriculum assessment results (2005) based on teacher assessment in English and mathematics were below local (LEA) and National averages and in line with local and National averages in science. In comparison with similar schools the English and mathematics results are close to the median, whilst the science results are above the median.\* In each instance comparatively few pupils achieve the higher level (Level 3).
71. The end of KS2 National Curriculum assessment results (2005) based on teacher assessment in English was just below local (LEA) and National averages. They were in line with local and National averages in mathematics and above in science. In comparison with similar schools, results were around the median in English and mathematics and in the upper quartile in science.\*
72. There is no significant difference between the performance of girls and boys and the number of pupils achieving the higher level (Level 5) is generally in line with local and National averages. Comparison with previous results is invidious in view of this being a new school.

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\* *Schools in Wales with similar numbers of pupils registered to receive free school meals are grouped into four categories (quartiles) for comparative purposes.*

73. Pupils in both key stages succeed regardless of their backgrounds and pupils are acquiring a new knowledge and understanding at a good rate. All pupils have a good understanding of what they have been taught and older and more able pupils can apply their understanding and skills to new and unfamiliar tasks. However, pupils are unsure as to what they need to do to improve and to extend their learning. Pupils make good progress towards fulfilling their potential and moving on to the next stage of learning.
74. Pupils' behaviour and their attitudes to learning are good and the school functions well as a happy, supportive and orderly community where all pupils are equally valued. A clear code of conduct exists and most pupils understand what is expected of them. They understand the need for school rules and the sanctions imposed for unacceptable behaviour, which they perceive as fair. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
75. Virtually all pupils have positive attitudes towards their work and play. They listen carefully to their teachers, settle quickly to task and sustain concentration to the best of their abilities. During break time, pupils play together happily and the provision of a range of playground equipment and apparatus has contributed to the good order that exists in the playground.
76. Attendance rates for the past three terms average just above 90% and most pupils are punctual and keen to attend school, but despite the school's considerable efforts, a minority of pupils arrive late for the start of the school day. This sometimes disrupts the class and these pupils miss important parts of the first lesson of the day.
77. The school has identified a core group of pupils whose attendance falls below 80% and is working closely with the education welfare officer (EWO) to raise these pupils' levels of attendance. The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school.
78. Registration is conducted efficiently and in accordance with statutory requirements and the school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
79. Pupils make good progress in their personal, social, moral and wider development. In particular, pupils say that sessions where they explore feelings and emotions have been helpful in enabling them to understand and respect each other's points of view.
80. This has been particularly effective in counteracting any tensions that arise, such as during playtimes, when older pupils and those on the School Council report that they have been able to deal with issues and to resolve potential conflict.
81. Pupils have been actively involved in setting up their new school and this has involved the older pupils in discussion and decision-making. This has given

them a very good insight into how organisations function and how decisions are made. Older pupils express their opinions in a mature and thoughtful way.

82. Pupils demonstrate a good awareness of equal opportunity issues and respect for diversity within society. Pupils of all ages have a good and developing understanding of what living in a community means and the different views and feelings of different people within society. Older pupils are aware of many of the problems that face different societies and understand the need to respect peoples differing points of view. In discussion these older pupils recognise that they must respect the beliefs of others and live together harmoniously.
83. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are fully committed to the local community and the school participates in many aspects of community life. Exemplary use is made of the community as a learning resource and pupils regularly serve the community by supporting many civic, cultural, environmental and charitable projects.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

84. The findings of the inspection team differ from the judgement made by the school in the self-evaluation report. Whilst there are good features, and sometimes, outstanding features in the teaching, there were a small number of lessons where there were shortcomings, and in a few instances these shortcomings were in important areas, hence a grade 3 overall

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	64%	22%	6%	0%

85. The quality of teaching in nearly two-thirds of lessons (64%), has good features and no important shortcomings. It is good with outstanding features in a further 8% of lessons. In nearly a quarter of lessons (22%) good features outweigh shortcomings. Whilst the remaining 6% of lessons have some good features, in each instance there were shortcomings in important areas.
86. The quality of teaching in the early-years classes is nearly always good with no important shortcomings, and in some of these lessons (18%) there are outstanding features. The teaching is well directed at developing children's knowledge, skills and understanding and in developing their personal and social skills. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
87. The quality of teaching in three-quarters of the lessons (76%) in KS1, is good with no important shortcomings and occasionally lessons are good with outstanding features. Where there are shortcomings in lessons (24%), these are outweighed by good features. The quality of teaching in KS2 is more variable. The teaching in well over half the lessons (57%) is good with no important shortcomings and occasionally good with outstanding features. However, there were shortcomings in 43% of lessons, and in 14% of lessons in KS2, there were shortcomings in important areas.
88. An outstanding feature of the teaching in all lessons is the very good relationships that exist between teachers and pupils and this, in most instances, effectively fosters learning. Pupils know that teachers value their contributions to classroom discussion and in answering questions. This raises pupils' self-esteem and, in most instances, their motivation for learning. In all classes, teachers have high expectations of their pupils and in most lessons these expectations are met.

89. Another good feature in lessons is teachers' use of questioning both to reinforce previous learning and to draw out pupils' ideas. This is a notable feature of the teaching and is very effective in developing pupils' oracy skills.
90. Where the teaching is good, teachers plan their lessons well and clearly identify learning objectives. This effectively focuses pupils on their tasks. In a minority of lessons, however, learning objectives are unclear and lessons inadequately planned, resulting in pupils being unsure as to how their learning is to proceed. As such, learning opportunities are lost.
91. Teachers have good subject knowledge and lessons invariably start promptly. In most lessons there is a purposeful working atmosphere and pupils of all abilities are actively encouraged to take part. Classroom learning assistants make a valuable contribution to pupils' learning. Teachers and assistants support pupils well and ensure equality of opportunity for all.
92. At their best, lessons are very well planned and tasks are well matched to pupils' ability and prior achievement. In these lessons pupils' key and basic skills are well developed. However, in a few lessons tasks are not well directed at developing pupils' key and basic skills, tasks are not well differentiated and the more able pupils are not sufficiently challenged.
93. In lessons, such as in the teaching of Welsh in upper KS2, pupils' knowledge and understanding of the language is not developed progressively and tasks, such as in conversational and written Welsh, do not build effectively on what pupils have learnt. Consequently, pupils are overcome by too many unfamiliar words and phrases. and simple sentence patterns are not well established. This has the effect of demotivating pupils and affects their confidence to use the language. This is an important shortcoming.
94. Pupils with SEN are well supported in class and in withdrawal sessions. These pupils make very good progress in the short withdrawal sessions, but occasionally miss important aspects of the lesson. Pupils with SEN play a full and active part in school activities.
95. Teachers, in the nursery and reception classes, provide a good basis for developing children's bilingual skills. Welsh words and phrases are prominently displayed in classrooms, particularly in KS1, where registration is often undertaken in Welsh. However, the development of pupils' bilingual skills is not given sufficient prominence and opportunities are lost to use the language purposefully for everyday activities. Consequently pupils, particularly by the end of KS2, have inadequate bilingual skills. This is an important shortcoming.
96. The school has assessment procedures that record pupils' achievement and progress in the core subjects of English, mathematics and science. In the foundation subjects, topic work is assessed. This process forms the basis of target setting and demonstrates pupils' progress and achievement over the short period the school has been open. However, assessment procedures lack consistency and are insufficiently refined so that pupils' progress can be accurately tracked and appropriate individual learning targets identified.

Assessment results are not always used constructively to inform teachers' planning and consequently work is not always suitably differentiated and challenging for the different ability groups.

97. Children in the early years are very closely monitored and the standard of ongoing assessment and recording is of very good quality. The school is currently developing its early intervention assessment to include strategies that will monitor underdevelopment in children's speech and language. Outside agencies monitor and support these children and ongoing assessment is specific and thorough. An LEA baseline assessment strategy is in place and data is analysed, ensuring early intervention and support for those children with additional learning needs.
98. Pupils with additional needs or those requiring language support (EAL) are identified, monitored and, in most instances, well supported by outside agencies. Currently the assessment of pupils with SEN is insufficiently diagnostic and the school has correctly identified the need for a more thorough approach to early intervention. The school makes use of cognitive assessment for pupils in year five and the resulting information is used to assess their learning needs. This process is in its early stage of development and strategies supporting different learning styles are inconsistently applied.
99. Moderated portfolios of work for subjects are at different stages of development and as yet are not used effectively by curriculum leaders as a means of establishing levels of achievement. Pupils' work is marked regularly and positively, but very few pupils are involved in evaluating their own progress and in planning the next stage in their education. Neither are pupils sufficiently aware of what they need to do to improve and how this can be achieved.
100. Statutory requirements for reviewing, recording and reporting the progress of pupils, including those with SEN, are met and fully meet with regulatory requirements.
101. Individual reports to parents are detailed and parents appreciate the balanced picture that the school provides of their child as the reports contain comments on social skills and attitudes to learning. The reports provide a space for pupil and parental comments. The reports are of good quality and comply with statutory requirements. There are formal and informal opportunities for parents to discuss their child's progress with both the class teacher and the head teacher. There are effective processes in place for transition between schools, especially ensuring specialist support and guidance for the pupils with additional need or statements of educational provision.

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

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

102. The findings of the inspection team match the judgement by the school in the self-evaluation report.
103. The school's curriculum is broad and balanced and generally meets learners' needs and aspirations. It provides pupils with rich experiences that interest and motivate them. The curriculum, overall, is well organised and supported by relevant policies and schemes of work that, in the main, ensure that there is continuity in pupils' learning. It is well planned to meet the needs of all pupils, including those with SEN and those with English as an additional language. It fully meets legal and course requirements.
104. The overall quality of curricular provision for the under-fives is very good, enabling children to make good progress towards the Desirable Outcomes for Children's Learning. Children in both the nursery and reception classes get a very good start to their education and the school is well prepared for the new Foundation Phase.
105. Pupils partake in a very wide range of sporting, artistic, musical and other activities, open to all, that broaden and enrich their curricular experiences. Residential experiences, visits to the community and further afield, and visitors to the school, enrich pupils' learning and help promote their sense of belonging, and their knowledge and understanding of the heritage and culture of Wales.
106. Teachers' planning provides opportunities for pupils to develop their basic and key skills in all curricular subjects. These skills are, in the main, with the exception of pupils' bilingual skills, developed progressively and the delivery of these skills is well monitored. Good quality role-play experiences, across the school, enable pupils to develop their creative and expressive skills, an important feature that enhances pupils' learning.
107. The overall provision for pupils' spiritual, moral, social and cultural development is good with no important shortcomings. School assemblies and collective worship are happy occasions of a broadly Christian nature that offer moral guidance and promote a strong sense of community. Pupils have some opportunities for quiet reflection, though such occasions are limited.
108. Provision for pupils' moral and social development is good and impacts positively on pupils' standards of achievement and personal development. The aims of the school to promote positive values and attitudes are fully realised. Pupils know right from wrong and act accordingly. They take responsibility willingly in and around the school. Participation in the School Council helps them to develop an understanding of living in a community. Relationships within the school are good and the majority of pupils, particularly the older ones, exhibit good self-discipline.



109. Provision for pupils' cultural development is good. Planning for the inclusion of *Y Cwricwlwm Cymreig* is good across the curriculum and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage. Pupils' understanding of other cultures through subjects such as art and geography, is good with no important shortcomings.
110. The school's partnerships with parents, the local community, the receiving secondary school and higher education institutions are very good and enrich the life and work of the school.
111. Parents are very supportive of the school. In the pre-inspection meeting and in the questionnaires returned to the inspection team, parents express high levels of satisfaction and appreciate the sense of community fostered by the school. Parents value the commitment of the headteacher and staff, the welcoming nature of the school and the willingness of the school to listen to parents. Parents are kept well informed through a comprehensive prospectus, the annual report of the governing body, regular newsletters, daily informal contact with staff and through regular opportunities to meet teachers to discuss their children's work and progress. A useful home/school agreement is in place, which has readily been accepted by parents.
112. The school enjoys successful working partnerships with other schools in its 'cluster' of schools, especially with the secondary school to which pupils transfer. Curriculum, pastoral and administrative links are well developed and help promote continuity of education as pupils move from KS2 to KS3. Arrangements for the transfer of pupils are good and ensure that Year 6 pupils look forward to secondary school and approach it with confidence.
113. The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking vocational qualifications. Students are well supported and they make a positive contribution to the life of the school.
114. The many positive links made with the local community are very effective and contribute significantly to pupils' learning in a number of curriculum areas. The school and its various activities are very well supported and valued by the local community.
115. The school's provision for developing pupils' knowledge and understanding of the culture and heritage of Wales is good with no important shortcomings. The school takes good account of the Qualification, Curriculum and Assessment Authority for Wales (ACCAC) document 'Developing the Curriculum Cymreig' and, overall, the *Cwricwlwm Cymreig* is well integrated across the curriculum. The school makes good use of the locality and its rich historical traditions. Welsh artists and craftsmen are an integral part of the school's art curriculum and the school celebrates Welsh festivals and other events. The development of pupils' bilingual skills, however, is not given sufficient prominence and this is an important shortcoming in the school's educational provision.

116. The school is working diligently to enhance pupils' understanding of the world of work and to enrich its partnership with business and industry in the locality. This is an area the school is keen to develop. Pupils have opportunities to consider different jobs and professions and have a good understanding of the work of the emergency services.
117. The school enjoys positive working relationships with the Education Business Partnership (EBP) and other associated agencies. Several teachers have undertaken relevant industrial placements, which have contributed to curriculum provision for pupils and enhanced professional development for staff.
118. Pupils' entrepreneurial skills are developed through a range of fund-raising activities; they organise themselves well and make their own decisions. Pupils also make a good contribution to the decision making process through their involvement in the school council and eco-committee.
119. Pupils' awareness and understanding of sustainable development and global citizenship is very good. The school demonstrates a strong commitment to the environment and makes good efforts to act in a sustainable way. Pupils are involved in re-cycling schemes and regularly consider issues of sustainability and how to manage energy and water consumption. The school has received the eco-schools bronze award in recognition of its work and is working hard to achieve the silver award.
120. Pupils have a good understanding of global citizenship and how global forces can shape the lives of people. They respond with empathy and concern for the people involved in recent natural disasters and raise funds to support those involved. The many overseas visitors to the school give pupils an international perspective on the lives of those in different parts of the world.
121. The headteacher and staff are very successful in tackling social disadvantage and stereotyping and in promoting equal opportunities for all pupils. Staff know pupils well and ensure pupils know they are valued equally and as individuals.
122. The school is fully committed to the national priorities for lifelong learning and community regeneration. The 'wrap around' provision for children, made in close partnership with other agencies, is an outstanding feature and greatly valued by families.
123. The school is at the heart of the regeneration of the local community and the working relationships forged with a range of agencies and personnel including the New Tredegar Partnership Board, the Super Shell-by Project and the community centre are exemplary and of great benefit to children and their families.

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

**Grade 1: Good with outstanding features**

124. The findings of the inspection team differ from the judgement made by the school in the self-evaluation report (Grade 2). The inspection team graded this key question as a Grade 1 as the team identified some outstanding features in the care, support and guidance to learners, child protection procedures and in the quality of provision for equal opportunities.
125. The quality of care, support and guidance provided for pupils is good and an outstanding feature of the school. The school is a close community and is very welcoming to visitors. The headteacher and staff have worked exceptionally hard, in such a short period of time, to create a very good ethos for learning and for promoting the school's mission statement. Outstanding relationships are a notable feature of the school, with exceptionally caring staff. Pupils feel safe and happy, and standards of care and support pupils receive are consistently very high. All staff, including the headteacher work as a team and there is a very good community spirit. Staff know their pupils and families very well and information on pupils is shared appropriately. Parents see the school as a very caring school with friendly staff, and one that looks after children very well.
126. Outside agencies provide well-established support for pupils when necessary. The school works closely with parents and obtains effective support from a wide range of outside agencies for many pupils who have specific needs. All staff have been trained in risk assessment and the school always seeks to promote pupil welfare and well-being.
127. The school's partnership with parents and carers ensures that every pupil is valued and feels part of the school community. This is an outstanding feature. Most parents support the work of their children at home, for which the school provides clear guidance. Parents' and carers' views about the school's work are taken into account through informative questionnaires. Routines are well understood and policies that guide many aspects of care are updated and reviewed regularly.
128. Induction arrangements for new pupils entering the school are good with outstanding features. Children attending the nursery and reception classes together with their parents and carers have good opportunities to get to know the teaching and non-teaching staff before the children start school. All parents are regularly provided with information about school routines in a 'parent friendly manner'. In discussion, pupils who joined the school at other times reported that they settled in very quickly, made friends easily and soon became part of the school community.
129. A good personal and social education programme is in place which impacts positively on levels of emotional and general well-being. Pupils feel confident to approach staff to discuss matters that may give them cause for concern. The school has very good links with specialist support such as the educational

welfare officer, speech and language therapists, mental health service and the Educational Psychologist for further assessment of need, should it be required.

130. The school closely monitors attendance, punctuality and pupils' behaviour. Very good strategies are in place to encourage pupils to attend regularly and classes that reach the highest attendance are positively recognised during whole school assemblies. However, the attendance record of a few pupils is still a cause for concern for the school. The school has high expectations of pupils' behaviour and achievements and these are invariably achieved.
131. The school has very clear, well-documented procedures for assuring pupils' well-being, health and safety. Effective systems exist for pupils who become unwell during the day. Medicines are kept safe and administered by the headteacher or senior staff. The school reviews and updates pupil contact details regularly, and the headteacher is the designated first-aider.
132. Procedures for child protection and dealing with issues that arise are good with outstanding features. The duty of care is fundamental to the school's ethos and consequently staff work in pupils' best interests to nurture their welfare and to protect them. The school's policy and procedures to deal with child protection issues are clearly understood by all staff. The headteacher is the designated member of staff with responsibility for child protection issues and he has established effective working partnerships with social services and a range of external welfare agencies.
133. The provision for learners with special educational needs (SEN) is good with no important shortcomings. Early identification of pupils with SEN is effective in ensuring purposeful support. The school's policy is comprehensive and complies with the code of practice and the framework for inclusive education. The Special Educational Needs Co-ordinator (SENCo) is efficient and works effectively with the whole staff. The support provided by all staff for pupils with SEN is very good.
134. The school provides good, additional support to meet the needs of different groups of pupils who require literacy enhancement programmes. However, whilst the support is effective, the assistance given by outside agencies is sometimes inflexible in its timetabling and disturbs pupils' access to the core subjects of English and mathematics as a result. Currently there is only one pupil with English as an additional language (EAL) and the support given by outside agencies, is inappropriate. Groups and individual pupils receive effective help with specific multi-sensory teaching and pupils make good progress. All pupils with SEN make good progress over time considering their individual need and circumstance. Good use is made of outside agencies to support pupils requiring further assessment. Currently, there are three pupils with statements of special educational need.
135. Teachers and support staff work as a team to provide good support to meet the individual needs for all pupils with disabilities, sensory impairments and other special needs by producing good quality individual educational programmes (IEPs). Targets, in these programmes (IEPs) are stated in observable,

measurable terms and can be clearly monitored and reviewed. However, the assessment of pupils' attainment and progress is insufficiently diagnostic to fully meet their needs. Gifted and able pupils are identified and individual aptitude plans (IAP's) emphasise their high level of ability. A few behavioural programmes (IBPs) are written for pupils exhibiting challenging behaviour and are effectively monitored. Parents are fully consulted regarding their child's SEN status. Parents do not always take up the invitation to attend review meetings but can speak to the class teacher or SENCo regarding their child's progress at any time.

136. The school's support for the small minority of pupils with challenging behaviour is good. The school has an appropriate policy to promote positive behaviour. The individual programmes for pupils with challenging behavioural problems (IBP's) have specific targets, which are regularly monitored, reviewed and modified as necessary.
137. The quality of provision for equal opportunities is an outstanding feature of the school and the high priority given to the inclusion of all pupils is highly commendable. Staff recognise the diversity of pupils' backgrounds and ensure that all pupils are valued equally and are treated with respect. Stereotypes are challenged and gender equality promoted. Boys and girls have equal access to the curriculum and all other facilities in the school.
138. Good race relations are promoted successfully as a result of the supportive and caring nature of the school, through aspects of the PSE programme and through the school's effectively implemented policies for equal opportunities and racial equality. Staff and pupils recognise, respect and celebrate diversity.
139. The school makes every effort to ensure equal treatment of disabled learners. The new building is fully accessible to disabled pupils and visitors. A comprehensive accessibility audit has recently been undertaken when some minor recommendations were made; these have all been implemented.
140. There are effective measures in place to eliminate oppressive behaviour, including bullying, racial discrimination and all forms of harassment. The school monitors and responds to any incident promptly. Such incidents are infrequent and the school functions well as a harmonious and happy community where all pupils are valued equally.

## Leadership and management

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

#### Grade 1: Good with outstanding features

141. The findings of the inspection team differ from the school's self-evaluation. The school judged this key question as grade 2, but the inspection team judged there to be outstanding features in the leadership of the headteacher and in the way the amalgamation of three schools had been managed.
142. The quality of leadership provided by the headteacher is good with outstanding features and his influence is impacting on all aspects of school life. A notable and outstanding aspect of the headteacher's leadership is the way the process of amalgamating the three previous schools has been undertaken. Throughout the period leading up to the establishment of the new school in September 2004, and subsequently, the headteacher has provided clear values, aims and objectives that have been made explicit and understood by all. He has succeeded in bringing together the three original communities based on the old schools and uniting them as a supportive community based on the new school. Another notable feature is the team spirit evident amongst all staff, including non-teaching staff, and the willingness of all to work together for the benefit of all the pupils, including those with SEN and the under-fives. A clear sense of purpose is evident in the work of the school and its quest to improve standards and the educational provision offered by the school.
143. The headteacher has also played a significant part in designing the new school and the current facilities for all children and pupils providing them with an outstanding educational provision.
144. The school's explicit aims and values promote equality for all and, in the short time since the amalgamation, pupils have established very good relationships, free of any tension.
145. The school takes good account of national priorities and is active in local partnerships. Very good links exist with the Integrated Children's Centre that is located within the school. This arrangement is very effective in ensuring the smooth transfer of pupils to the nursery classes.
146. The headteacher has ensured that the school has set challenging, but realistic, targets and has cultivated a self-critical ethos within the school. Very good strategies are in place to raise standards, but, due to the short time since the amalgamation, are yet to have their full impact. Individual staff, including the non-teaching staff, are very well supported in their professional development. Curriculum leaders are in place for all NC subjects and religious education, but their monitoring role is yet to have its full impact. Similarly staff appraisal is systematically reviewed so as to promote professional development and is

already having a positive impact on standards and the quality of provision/ This newly established school, under the headteacher's guidance, is well placed to develop and improve further.

147. The governing body makes a very good contribution to the success of the school. Governors are highly supportive of the headteacher, staff and pupils and are fully committed to the aims, objectives and vision of the school. Governors know the local community very well and appreciate and value the contribution the school makes to it.
148. Governors have very successfully guided the school through the challenging amalgamation process and take an active role in setting the strategic direction of the school. They have a clear long-term vision for the school's future and a number of governors are actively involved in the daily life and work of the school. The commitment and support of the chair of governors is particularly evident and is greatly appreciated by the headteacher and staff. Overall, the governing body meet their responsibilities very well and there are outstanding features in what they have achieved.
149. The headteacher provides the governing body with regular, comprehensive information about the curriculum and pupils' progress and governors are linked to specific curriculum areas. This role is being developed with a view to enhancing governors' monitoring of the quality of provision and this remains a priority identified in the school's self-evaluation report. The governing body meets regularly throughout the school year and fulfils all regulatory and legal requirements.

**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 judgements made by the school in the self-evaluation report.
151. The school has put in place good self-evaluation procedures that are comprehensive and systematic and are beginning to provide the school with firsthand evidence of its performance. There are no important shortcomings but due to the timescale since the amalgamation, such evidence is yet to have its full impact on the quality of education and standards.
152. Curriculum leaders have ensured that good schemes of work are in place for all subjects and they regularly scrutinise pupils' work. Curriculum leaders also evaluate their subject provision and this has enabled them to become increasingly well informed and to set targets for improvement and, as such, are involved in the self-evaluation arrangements. However, such initiatives are at an early stage of development and are only beginning to impact positively on standards.
153. The school has actively sought the views of pupils, staff, parents and members of the community. This has shown there to be good levels of satisfaction with the school and such sentiments are reflected in the pre-inspection questionnaires and comments made in the pre-inspection parents meeting.
154. The school's self-evaluation document is an outstanding and perceptive account of the school's current situation and enables it to very effectively identify its strengths and shortcomings and to plan its improvement strategies. To date, the school makes good use of first hand evidence as this becomes available. The developing evidence is well analysed and used constructively by the school in its quest to continually raise standards.
155. The school development plan (SDP) is a very good working document. Targets are clearly stated and prioritised, success criteria identified and a challenging, but realistic, action plan has been devised. Priorities are supported through the careful allocation of resources and the school is well aware that finances have to be carefully evaluated, taking into account the particular nature of the new school.
156. The school's self critical culture ensures that it is continually evolving and analysing the quality of provision. Current self-evaluation procedures are systematic and will provide the school with first hand evidence; however, as yet, measurable criteria are limited, due to the time scale. The school, however, has put in place good procedures to evaluate its performance that will, in due course, produce evidence on which to base its improvement plans.



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

**Grade 1: Good with outstanding features**

157. The findings of the inspection team differ from the judgement of grade 2 made by the school in the self-evaluation report. The inspection team recognised the outstanding features in the accommodation and learning resources and the efficient and economic use made of resources, hence the team awarded a Grade 1.
158. The school is staffed with an appropriate number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils.
159. Teachers and support staff are well qualified and suitably experienced. The school has a clear and coherent approach to the professional development of the staff and training is directly linked to the needs of the school as identified in the SDP. Classroom support staff work very effectively with teachers in planning and delivering the curriculum. The lunchtime supervisory, canteen, caretaking and cleaning staff all provide a valuable contribution to the efficient running of the school.
160. The quality and quantity of learning resources are exceptional and this provision is an outstanding feature of the school. The resources available for the library, information and communications technology and for design and technology are examples of this very good level of provision that are used to very good effect. The range of resources is appropriate to pupils' age and needs. The school development plan (SDP) is instrumental in the planning for raising standards and this document recognises the need to provide appropriate funding for curriculum initiatives. The headteacher and subject co-ordinators effectively monitor resources for their curriculum areas and ensure that they are updated regularly.
161. The provision of resources for meeting the learning and other developmental needs within the range of disabilities and special needs of the pupils is very good. The use of resources beyond the school site; for example, visits to local churches and places that develop pupils' cultural and educational standards are very good.
162. The new school building incorporates the latest features for health and safety and provides accommodation of an outstanding quality. The learning environment is well maintained and provides a stimulating setting for the pupils. The staff work hard to further enhance this environment by celebrating pupils' achievements through attractive displays of their work.
163. Appraisal and performance systems in place are effective in identifying and meeting the development needs of the staff. Staff are economically and efficiently deployed to make good use of their time, expertise and experience. The learning logs that staff fill in following In-service Education (INSET) clearly focus on the raising of standards through linking the expertise learnt directly to classroom planning and practice.

164. The headteacher and governors work very closely together to ensure that economic, efficient and effective use is made of available resources. Priorities for school development are well planned, fully costed and kept under review to ensure cost-effectiveness. The careful and accurate budgeting, includes planning for the use of the contingency fund for the provision of good quality education for the pupils over the short and medium term; this is an outstanding feature of the leadership and management observed at the school.
165. Resource decisions are clearly linked to the school's priorities and objectives. The school achieves very good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

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

166. The overall quality of the educational provision for the under fives is appropriate to their needs, and they make good progress towards the Desirable Outcomes for Children's Learning.
167. Baseline and other assessment tests indicate that attainment of children on entry to the school is generally below the expected level for children of this age, particularly in their attainment in language and mathematics.
168. Children in both the nursery and reception classes get a very good start to school life and this enables them to transfer easily into KS1. Standards of achievement are good in all areas of their learning and are summarised in the table below.

Desirable Outcomes	Standards of Achievement Nursery and Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

### Language, literacy and communication skills

#### Good features

169. Children in both the nursery and reception classes are making very good progress in developing their language, literacy and communications skills, and, by the end of the reception year, standards of achievement are good overall. Their speaking and listening skills are very good.
170. In the nursery, children are eager to talk to visitors and to describe their work to them. Teachers and other adults prepare an interesting range of learning experiences that interest and motivate them, giving them lots to talk about, for example, when they interview adults around the school to see if they have seen the "Big Bad Wolf". They listen well to stories and to what others have to say. Bilingual skills are developing well.
171. Nursery children enjoy books and stories and they talk expressively and fluently about events, plot and characters in their favourite books. They engage readily in early writing skills and are encouraged to think of themselves as writers, for

example, when they independently role-play as “Postman Pat” and deliver the “letters” they have written to their friends.

- 172. In the reception classes, children listen carefully and contribute thoughtfully in class discussions. They express their ideas sensibly and speak clearly, for example, when comparing the experiences of the class “persona doll” with their own experiences of home, food and family.
- 173. Reading skills are developing well and many children have a bank of familiar words and can identify some initial sounds. They form discernible letters and numbers and many can write their names independently.

### **Shortcomings**

- 174. There are no important shortcomings.

## **Personal and social development**

### **Good features**

- 175. Children’s personal and social development is very good in both the nursery and reception classes, enabling children to make very good progress and attain good standards of achievement. Children in all classes leave their parents and carers happily and quickly engage in their activities, where they show a high degree of involvement. Relationships between all adults and children across the early years are very good, creating a positive atmosphere where achievement can flourish.
- 176. In the nursery children behave very well and concentrate for extended periods of time, taking turns and sharing resources well. They display increasing independence and confidence when choosing their activities and are eager to find out and explore new experiences.
- 177. In the reception classes children build on skills already established in the nursery and concentrate for sustained periods of time. Boys and girls co-operate and play well together. They are well disciplined and work collaboratively in their groups. In PE they dress and undress independently for physical activities and listen intently to instructions. Children’s hygiene skills are well developed, for example they realise the importance of washing their hands before meals.
- 178. Celebrations, such as the Chinese New Year, Christmas and St David’s Day, help children to begin to develop knowledge and understanding of the different faiths and cultures in the world around them.

### **Shortcomings**

- 179. There are no important shortcomings.

## **Mathematical development**

### **Good features**

180. In both the nursery and reception classes children make good progress in their mathematical development and standards of achievement are good.
181. In the nursery numeracy skills are developing well and children count and order numbers confidently to 10 in Welsh and beyond 10 in English. They accurately sort objects for colour, shape and size. When they weigh and measure they demonstrate early understanding of 'balance', 'tall' and 'short', and 'full' and 'empty'. These children know basic shapes and colours and have a good sense of pattern.
182. Reception children have a secure knowledge of number and order numbers to 20 and beyond. They use this knowledge to help them tell the time to the hour and half hour. They extend this knowledge when they work independently on number programs on the computer. More able children have a secure knowledge of the concept of "more than" and "less than". Other mathematical concepts of size, shape, weight and measurement are also developing well.

### **Shortcomings**

183. A few less able children in reception are unsure of the relationships between numbers when using the concept of 'more than' and 'less than'.

## **Knowledge and understanding of the world**

### **Good features**

184. Children across the early years make very good progress in their knowledge and understanding of the world and show excitement and curiosity about the world around them.
185. Trips out into the locality, to the hairdresser, shops, post office, cinema, and historical sites, and walks to listen to sounds or to study a recent snowfall, all enhance children's learning. Visitors make a particularly good contribution to learning, as when children enjoy sharing stories with a visiting author.
186. In the nursery, technological skills are developing well when children independently use a computer mouse to drop and drag items across the screen during a mathematical game, or to access a "Bob the Builder" website. They begin to understand about life processes when discussing the growth and change of baby chicks and an owl brought into the classroom, and when they bath, change and feed the 'babies' in the home corner.
187. In reception, children were able to explore a new snowfall by making patterns and shapes. They use a relevant vocabulary, such as 'hot and cold, soft and hard, rough and smooth'. Their observational skills are well developed, for

instance when observing a large block of ice slowly melting in water. This also helps to develop their language skills. These children are able to explain why they need to feed the birds in winter and why they need to wear warm clothes. They learn what life was like in the past when they involve their own families in finding out what life was like when they were young. Reception children can talk about their locality, the world of work and the jobs that people do in the community.

### **Shortcomings**

188. There are no important shortcomings.

### **Creative development**

#### **Good features**

189. Across the nursery and reception classes children make good progress in their creative development and standards of achievement are good. Of particular note is the very good quality role-play observed, where children play expressively and creatively. Nursery children show very good independence, as for example, when organising a picnic with Red Riding Hood, one child confidently rings her mother on a toy mobile phone to tell her how much she is enjoying herself. This illustrates pupils' interest in their work.
190. In both the nursery and reception classes, children sing a wide range of songs and rhymes enthusiastically in both English and Welsh.
191. Reception children are enthusiastic music makers. They name a good range of untuned and tuned instruments and describe in simple terms how to play them, before demonstrating the sounds they create. They listen attentively to taped sounds and often identify the musical instrument involved.
192. Nursery children make patterns, print, weave, and create interesting collages and models from a wide range of media and recyclable materials. Their paintings are bold and colourful and already demonstrate good colour mixing skills.
193. The quality of observational drawing is very good. After carefully studying each other, reception children use pastel to create soft portraits of each other. Their drawings of fruit, mini-beasts, and teddy bears are equally good.

### **Shortcomings**

194. There are no important shortcomings.

## Physical development

### Good features

- 195. Children's physical development is good and they often make very good progress in developing their physical skills.
- 196. In the nursery children develop their skills of balance, confidence, co-ordination and control on a wide range of equipment and wheeled toys. They engage purposefully on activities that develop their hand-eye co-ordination, when using small tools and implements.
- 197. Reception children show good co-ordination and control when creating and holding imaginative body shapes and balances, moving spontaneously within the given space. They enjoy experimenting with different ways of moving, jumping and landing confidently, and changing direction quickly. Fine dexterity skills are developing equally well as was seen when children paint and use pencils and crayons.

### Shortcomings

- 198. There are no important shortcomings.

<b>English</b>
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**Key Stage 1: Grade 3**    Good features outweigh shortcomings  
**Key Stage 2: Grade 3:**    Good features outweigh shortcomings

### Good features

- 199. Pupils in both key stages have good speaking and listening skills. They listen attentively to their teachers and to their peers in class, during formal occasions such as assemblies and in less structured situations around the school. Pupils contribute to class discussions and structure their talk well, adapting their speech to different circumstances and situations.
- 200. In KS1, pupils take turns when speaking, and they answer teachers' questions confidently. They make comments that show a good recall of previously learnt work and a developing ability to make sensible predictions about the plot and characters in a story or poem. As pupils progress in KS2, their vocabulary develops, with encouragement, to extend their oral responses through using their thinking skills and by answering in more complex phrases and sentences, using appropriate adjectives and adverbs.
- 201. In both key stages, pupils make good progress in the development of their reading skills. KS1 pupils enjoy handling books and can accurately point to the title, author, illustrator and the contents page. Their reading develops well, commensurate with their age and ability through the confident use of a variety of strategies, including contextual and phonic cues.

202. Most pupils in KS2 read well with appropriate expression and to a good standard. The majority demonstrate a good understanding of the text they have read and they are able to express their likes and dislikes about a wide range of fiction and non-fiction. Pupils make good use of the library and Internet as sources of information.
203. Throughout KS1, most pupils make good progress in writing. They write for different purposes and, by the end of the key stage, the majority use capital letters and full stops accurately, understanding the basic sentence construction. The more able pupils begin to use a dictionary independently to check their spelling when writing.
204. In KS2, more able pupils write in a variety of forms for different purposes, such as recounts, poetry, character description and in response to drama. The more able write good accounts of the plot of Shakespeare's 'The Tempest' showing a sympathetic understanding of the story.
205. Pupils, in both key stages, use their IT skills well to reinforce their learning.

### **Shortcomings**

206. Pupils' writing in both key stages is underdeveloped. This includes pupils' ability to organise and structure their writing and the accurate use of punctuation.
207. KS2 pupils' presentation skills are also underdeveloped, as are their grammatical understanding and their spelling.
208. Pupils' understanding of what they need to do to improve is limited.

<b>Welsh second language</b>
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**Key Stage 1: Grade 2:** Good features and no important shortcomings

**Key Stage 2: Grade 4:** Some good features, but shortcomings in important areas

### **Good features**

209. Pupils in both key stages have good listening skills and the more able understand and respond to words and phrases spoken by their teacher.
210. Pupils in KS1 respond positively to their teachers' instructions. They have a good understanding of frequently used questions and instructions and are enthusiastic to take part in oral work.
211. Pupils in Year 3 respond very well to a dialogue between themselves and their teacher and are very well motivated to take part when challenged. With prompting from their teacher they use a good and increasing range of words, phrases and sentences.



- 212. Pupils in Year 3 have good pronunciation skills and have a good knowledge of everyday Welsh words such as the days of the week, colours and they count accurately to 20.
- 213. Pupils in Year 6 write a limited number of Welsh words – the majority are able to copy words correctly.
- 214. Pupils in KS1 read what they have written accurately and pronunciation is reasonably good.

### **Shortcomings**

- 215. In both key stages, pupils' ability to read the language is underdeveloped.
- 216. KS2 pupils' knowledge and understanding of language patterns is underdeveloped and they lack the confidence to use the language. Their knowledge of the next stage of their learning is limited.
- 217. Pupils in KS2 have poor writing skills. In Year 6, the writing is often limited to copying words and phrases and pupils' vocabulary is very limited.

<b>Mathematics</b>
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- Key Stage 1: Grade 2:** Good features and no important shortcomings  
**Key Stage 2: Grade 3:** Good features outweigh shortcomings

### **Good features**

- 218. By the end of KS1, pupils have a good understanding of place value up to one hundred and several pupils recognise place value to one thousand. Most pupils have a good understanding of the place value of each digit in a number. The majority of pupils solve addition and subtraction problems correctly and have a good understanding of number sequences, including odd and even numbers.
- 219. By the end of KS2, most pupils have good problem solving skills and use all four mathematical operations confidently and accurately in most instances. More able pupils in Year 6 understand the inter-relationships between decimals and fractions. Pupils in KS2 recognise the proportions of a whole and describe it correctly as a fraction.
- 220. By the end of KS1, most pupils recognise and name two-dimensional shapes and have a good understanding of their properties. More able pupils correctly identify some three-dimensional shapes, such as cubes and cuboids. Pupils in Year 2 use standard units to measure length and mass with a good degree of accuracy.
- 221. By the end of KS2, pupils draw common two-dimensional shapes and calculate the perimeters and areas of the shapes drawn correctly. Pupils in Year 6 recognise different angles and the more able measure them accurately to the

nearest degree. More able pupils in Years 5 and 6 measure accurately and know the rough imperial equivalents of basic metric units. Pupils have a good basic understanding of symmetry and the more able identify correctly the symmetries of two-dimensional shapes. More able pupils have a good mathematical vocabulary.

- 222. By the end of KS1, pupils record their results correctly and accurately, using tables and simple graphs. Pupils use their mathematical skills, for example, in science, when measuring distance and representing the distance travelled by toy cars on different surfaces.
- 223. By the end of KS2, pupils collect data and record results appropriately, using frequency tables. They construct bar charts and line graphs to represent their results. More able pupils can extrapolate likely results from their graphs.
- 224. Pupils in both key stages use their information and communications technology skills to reinforce their learning and to present their work.

### **Shortcomings**

- 225. KS2 pupils have limited skills in mental mathematics.
- 226. KS2 pupils' practical and investigative skills are underdeveloped.
- 227. Pupils' understanding of what they need to do to improve is limited.

<b>Science</b>
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**Key Stage 1: Grade 2:** Good features and no important shortcomings  
**Key Stage 2: Grade 3:** Good features outweigh shortcomings

### **Good features**

- 228. Pupils throughout the school work enthusiastically and productively in lessons. They show a good level of commitment and co-operate well in pairs and small groups when doing practical and investigative work.
- 229. Pupils in KS1 have good observational skills and with some help, carry out a fair test correctly, recognising what has to be kept constant and what they will change. Pupils in Year 2, effectively use their knowledge and understanding of what they have learnt, such as when devising a magnetic game.
- 230. Pupils in KS2 have a well-developed understanding of the concept of a fair test. Their predictive skills are good and they handle equipment sensibly and safely. Pupils have good measuring skills and, when at their best, record their findings accurately.
- 231. Pupils in KS1 have a good understanding of life processes, such as the life cycles of plants and animals. Pupils in Year 2 have a good understanding of the

conditions necessary for seed germination and the main stages in the life of a plant, such as a broad bean. From their visits to the local park, pupils describe accurately how trees change from summer to winter and they have a good understanding of the concept of change. Pupils also have a good knowledge of where mini-beasts are to be found.

232. By the end of KS2, pupils have a good understanding of life processes and living things. They can correctly name the parts of a flowering plant and accurately relate structure to function, such as that the coloured petals of a flower attract insects. Pupils in Year 5 and 6 correctly name some of the body systems and recognise that such systems are interlinked.
233. Pupils in KS1 group materials correctly, based on their different properties. Most pupils correctly explain why some materials are particularly suitable for specific purposes, such as glass for windows and wood for chairs and tables. By the end of Year 2, pupils know that some materials, such as chocolate, are changed by heating and solidify on cooling.
234. Pupils in KS2 have a good understanding of how the different properties of materials can be used to separate them. These pupils recognise correctly that there are different states of matter and that such states have different properties. Most pupils understand correctly the concept of change as applied to states of matter and know that some changes are irreversible, whilst others are reversible.
235. Pupils in KS1 correctly group common household equipment based on whether they need batteries or mains electricity to function. They recognise that care needs to be taken when using mains electricity. Pupils in Year 2 have a good understanding of electrical circuits and know that a break in the circuit may cause a bulb not to light. Pupils have a good understanding of force and know that some materials return to their original shape when the force is removed.
236. Pupils in KS2 correctly name the different sources of light and can explain how shadows are formed. Pupils in Year 6 can predict correctly that the length of shadows vary depending on the distance of an object from a light source. These pupils know that gravity is a force and that friction slows down moving objects.
237. Pupils in both key stages use their information technology skills well to reinforce their learning and use their mathematical skills well when, for example, measuring distance and mass. More able pupils use their line graphs to extrapolate and predict possible outcomes, such as the likely results of adding more weight to stretch elastic bands. This shows a very good understanding of the use of graphs.

### **Shortcomings**

238. By the end of KS2, pupils' ability to plan and systematically carry out an investigation is limited.

239. Pupils' presentation and in particular their writing skills, are under-developed and this affects their ability to accurately describe investigations they have undertaken.
240. Pupils' understanding of what they need to do to improve is underdeveloped.

<b>Information technology</b>
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**Key stage 1: Grade 2:** Good features and no important shortcomings

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

**Good features**

241. In KS1, pupils make good progress in developing their information technology (IT) skills. They begin to learn to use hardware and software successfully to achieve specific outcomes developing their ideas and recording their work accurately. They make good use of a range of programs to develop their basic skills in English and Mathematics.
242. KS1 pupils develop effective computer skills such as using the mouse and cursor, word processing on the keyboard, operating some facilities on the tool bar and saving and retrieving work. They use the 'colour magic' program successfully to draw illustrations and to design Easter cards.
243. By the end of KS1, pupils have good computer skills and use different fonts to achieve different effects, change the colour of blocks of text and incorporate clip art pictures in their writing. They access the Internet for information. Pupils use IT to good effect in most subjects across the curriculum.
244. Lower KS2 pupils continue to develop their skills well. They use the word processor with increasing confidence to write about topical events such as the 'Falmouth Shark Sighting'; they write and print out poems, spelling lists and play scripts. Pupils access the Internet effectively to find out information for their project on the Celts.
245. Older KS2 pupils successfully build on previously learnt knowledge and skills to use and apply these in a wide variety of situations. They produce good quality power point presentations and the more able begin to use the more advanced Opus Presenter. They are able to send e-mails through the use of the program 'e-mail detective'.
246. Pupils develop the skills to handle data effectively using Excel spreadsheets and the Granada Toolkit database. Pupils use the program Paint Shop Pro to achieve unusual effects with pictures taken with a digital camera. By the end of the key stage pupils have a good understanding of IT skills and they apply them well in a wide range of contexts.

## Shortcomings

247. There are no significant shortcomings, but some pupils' skills in selecting information and downloading it from the Internet is underdeveloped.

<b>Design technology</b>
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**Key stage 1: Grade 2:** Good features and no important shortcomings

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

## Good features

248. KS1 pupils develop their designing and making skills through a well thought out programme that gives them opportunities to work with a good range of tools and materials to make a variety of products and models.
249. Year 1 pupils successfully plan out their designs for calendars, recording their ideas with a good use of pictures, sketches and information technology (IT). They develop their knowledge and understanding well by making a range of models, including see-saws with lever mechanisms and 3D pictures, using paper fasteners as pivots.
250. In Year 2, pupils are able to talk sensibly about the designing and making process for their models. When making their vehicles they gain a good understanding of how wheels and axles enable their models to move. They develop their IT skills through use of the 'Cad-cam' program to make good quality Christmas cards. Pupils improve their designs as their models develop and use suitable finishing techniques.
251. KS2 pupils effectively develop their design and technology capability through investigation, designing and making products that are evaluated for their effectiveness. When making their own drinks using a variety of flavours, Year 3 pupils successfully evaluate the taste by completing a consumer questionnaire. When pupils design and make pizzas, using healthy ingredients, they have a good awareness of the importance of hygiene and healthy eating. Overall, pupils have good designing skills
252. Year 4 pupils incorporate electric motors in their vehicle chassis showing good knowledge of electrical circuits and simple switches. They extend their awareness of sustainable development through their designs of houses, using recycled materials.
253. Pupils in Year 5 successfully explore how simple mechanisms can be used to produce different types of movement when designing animals with moving parts. They demonstrate good evaluation skills and record the results of a preference survey using bar graphs.

254. Year 6 pupils design and make good quality glove puppets for younger pupils to use and they investigate the strength of different 3D shapes to find out which would bear the heaviest load.

### **Shortcomings**

255. Pupils' drawings of their designs are generally insufficiently detailed, and in KS2, the quality of pupils' designs does not demonstrate sufficient progress to show their skills of measurement and drawing accurately to scale.
256. In KS2, the quality of some finished models lacks refinement and pupils' understanding of how they could be improved is limited.

<b>History</b>
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**Key Stage 1: Grade 2:** Good features and no important shortcomings

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

### **Good features**

257. Pupils demonstrate a good and developing awareness of chronology and use appropriate vocabulary to describe the passing of time. KS1 pupils are able to distinguish correctly between aspects of their own lives and the lives of people in the past. They interview older family members, record information well and give logical reasons for classifying items as old or new.
258. KS2 pupils record accurately the events and main features of the Roman invasions and design their own personal time-line. They know how the Celts organised their settlements. Using a range of genres and appropriate character profiles, KS2 pupils describe life in Roman times, present their findings and provide information for other audiences, enhancing well their understanding of chronology.
259. By the end of KS1, pupils have a good sense of the social aspect of history and demonstrate empathy with characters and events. They make comparisons between historical periods when related to modern times, for example what life was really like for Florence Nightingale nursing in the Crimean war. In discussion, pupils' recall of role-play activities undertaken by the class is very good and contributes well to their knowledge and understanding.
260. KS2 pupils' historical knowledge and understanding is enhanced through the effective use of visits to places of historical interest such as the Legionary Museum at Caerleon. They know that life in a legion was hard. They use their literacy skills well to produce a recruiting poster to encourage men to join the legion. Some KS2 pupils have good recall of their visit and, in discussion, show a good understanding of the period.
261. In both key stages, there is good reference to the local history of Wales. In discussion, KS1 pupils give good descriptions of the life of Susan Rees in the

Welsh coalmines. Cross-curricular artwork demonstrates good charcoal drawings of the mining equipment and artefacts of the period. KS2 pupils research the life of Caradog, the Welsh Celt, and develop the skills of questioning evidence, appropriately.

262. Pupils their good IT skills to find information and to reinforce their learning.

### **Shortcomings**

263. Pupils' writing skills are underdeveloped, as is their ability to show their knowledge and understanding of historical concepts through extended writing.

264. Pupils in KS2 are not always clear as to what they need to do to improve.

<b>Geography</b>
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**Key Stage 1: Grade 2:** Good features and no important shortcomings

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

### **Good features**

265. Pupils in KS1 have a good knowledge of their locality and ask and respond well to questions. Their knowledge and understanding is further well developed through role-play and interviewing each other.

266. Pupils in KS1 have a good understanding of places beyond their immediate locality, for example, through their study of Botswana. Pupils use their good geographical vocabulary to compare and contrast both the physical and human conditions, and recognise that different places may have both similar and different characteristics. From their knowledge of Botswana, pupils draw good detailed maps to illustrate and explain the patterns in the landscape.

267. Pupils in Year 1 correctly identify basic features such as, land and sea, on a map of the United Kingdom and more able pupils use the map key correctly to identify other features, such as towns and mountains.

268. By the end of Year 2, pupils show good investigative skills and use reference books to find out about different places. Pupils, in KS1, also have a good awareness of the ways in which people affect the environment and make good suggestions as to how their local environment might be improved.

269. By the end of KS2, pupils have a good geographical vocabulary. Their developing good geographical skills enable them to draw detailed maps of the locality and to correctly identify patterns in the landscape. Pupils in Year 3 have good geographical skills of enquiry, as was evident in the questions they asked a visitor to the school. Pupils in KS2 recognise and know well the importance of location in understanding places and identify features using four and six figure grid references.

- 270. Pupils in KS2 study the contrasting locality of St. Lucia and have a good basic understanding of how the climate affects peoples' way of life.
- 271. By the end of Year 6, pupils have a good understanding of how human activities can damage the environment and they make well-justified suggestions as to how the local environment might be improved and sustained. These pupils have a very good understanding of the concept of sustainable development.
- 272. Pupils in both key stages use their information and communication technology skills to reinforce their learning and to find information.

### **Shortcomings**

- 273. KS2 pupils' writing and presentation skills are limited, as is their ability to express their geographical knowledge and understanding through extended writing.
- 274. Pupils in KS2 are not always clear as to what they need to do to improve.

<b>Art</b>
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**Key Stage 1: Grade 2:** Good features and no important shortcomings

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

### **Good features**

- 275. Pupils in both key stages confidently explore and experience a broad range of artistic experiences, displaying a high level of commitment and enthusiasm. They have a good understanding of the main elements of art, such as line, tone and colour and discuss their work proudly with visitors.
- 276. Artwork on display around the school is bold, colourful and well presented, showing pupils that their work is valued. This enhances their standards of achievement. Three-dimensional work is a strong feature of the work.
- 277. The quality of observational drawing is good throughout the school and illustrates very well pupils' good observational skills and attention to detail.
- 278. Younger pupils in key stage 1 observe carefully, and make good attempts to describe each other's self-portraits, using a relevant vocabulary. Pupils in Year 2 build on this skill when they create good quality self-portraits in soft pastel in the style of Klee. They carry on to study the work of several artists of the European tradition and use a wide and varied collection of resources to create interesting work in the same style, for example, beads, colourwashes, textiles and soft pencils. Standards of pupils' work are good and sometimes outstanding.
- 279. Younger pupils in key stage 2 work with a good range of media when they design and make artefacts and jewellery in the style of the Celts. They create their own printing blocks depicting attractive Celtic patterns, design a torque using a computer program and investigate the work of a Welsh artist who



specialises in Celtic jewellery. The work shows most pupils' very good practical competence.

280. Older pupils work well in charcoal to create strong historical portraits in white, black and grey in the style of the Romans; the finished effect is complex and detailed. Pupils extend their work to the study of a local street of terraced houses when they create vibrant multi-layered lino prints of the streets. As part of their "Peace" topic, they visit a local war memorial and create intricate observational drawings at the site in pencil. Overall, this shows pupils' very good skills and competence.

### Shortcomings

281. The limited vocabulary skills of some younger pupils in key stage 1 hinder their ability to talk effectively about their artwork.

<b>Music</b>
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**Key Stage 1: Grade 2:** Good features and no important shortcomings

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

### Good features

282. In KS1, pupils listen and respond, using a good and appropriate vocabulary. They recognise and compare sounds using terms such as 'soft', 'loud', 'high', 'low', 'fast' and 'slow' correctly. They are developing a good understanding of the musical elements and successfully produce and maintain different sounds and rhythms using their voices and un-tuned percussion instruments.
283. KS2 pupils recognise and name correctly a wide range of percussion instruments and demonstrate how to play and handle them correctly. They know terms such as improvisation, 'jazz' and 'blues' and correctly describe their characteristics.
284. Pupils' musical compositions are developing well. KS1 pupils follow the conductor and take turns to compose the structure of the music. Pupils in small groups share the excellent range of musical instruments available in the school producing very good creative sounds to represent, for example the sea, using visual cues and utilising their good ICT skills.
285. KS2 pupils have good skills that enable them to accompany and illustrate character studies or story lines. Working collaboratively, they extend their good knowledge of music and use musical terms correctly, such as rhythm, pitch, volume and chord, during the composition sessions.
286. Pupils' skills of appraisal are very well developed. They listen attentively to their own and others' music. KS1 pupils discuss and evaluate each performance with increasing knowledge and confidence. KS2 pupils make good suggestions and explain the specific distinctions within musical elements very well.

287. Pupils in KS2 successfully perform a choral chant, using a Tudor theme as an introduction to a unit of work. They make very good use of vocal sounds, capably singing in three part rounds. Pupils follow the conductor and create a typical atmosphere found in a kitchen of the Tudor period.
288. Pupils are offered individual instrumental tuition in violin and keyboard skill training for Year 4 pupils. They enjoy participation in community performances including the combined primary schools' choir at the Christmas Extravaganza at St David's Hall.

### **Shortcomings**

289. Pupils' singing skills are underdeveloped in both key stages.

<b>Physical education</b>
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**Key Stage 1: Grade 2:** Good features and no important shortcomings

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

### **Good features**

290. Pupils throughout the school understand the need for warm up activities before vigorous exercise. By the end of KS2, pupils have a good understanding of the effect of exercise on their bodies and of how exercise helps them maintain a healthy lifestyle. Pupils change appropriately and know the dangers of wearing jewellery. The majority adhere well to safety matters, take responsibility when using large or small apparatus and put them away in an organised manner.
291. Pupils in KS1 use all available space safely and approach their lessons confidently. They respond imaginatively to challenges and suggest their own ideas. They co-operate well and follow basic rules of activity.
292. More able pupils in KS1 show very good control and recognise the need to practice in order to improve. At best, pupils' criticisms are constructive and perceptive and show that they have a good understanding of what they are trying to achieve.
293. Pupils in KS1 have good ball skills and co-operate well in small game activities. They throw, kick and bounce balls effectively and this illustrates their good hand-eye co-ordination.
294. KS2 pupils develop and extend their gymnastic competence well. They show good control and fluency when linking a series of actions on the floor and on apparatus. At best, many pupils devise strategies to create more complex sequences.
295. Pupils in KS2 work effectively in pairs and small groups, supporting and encouraging each other. More able pupils analyse their movements and make suggestions for improvement.

296. Pupils in KS2 recognise the need for warm-down activities and how the body recovers after exercise.
297. KS2 pupils make good progress in their swimming and the school reports that the majority swim competently by the end of the key stage. Most pupils acquire some form of individual record of performance that is celebrated with the whole school.
298. Pupils have access to an outstanding range of extra curricular sporting activities. Some lunchtime activities for KS1 pupils are currently being implemented and developed, ensuring equality of access. Sporting activities are supported by appropriately trained staff ensuring that pupils are given suitable encouragement and praise for their efforts, participation and outstanding success.

### **Shortcomings**

299. Opportunities for developing pupils' understanding of vigorous, effective, aerobic warm-up activities on their bodies are limited and underdeveloped.
300. In KS2, a minority of pupils have an underdeveloped understanding of the need for due attention to health and safety.

<b>Religious education</b>
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**Key stage 1: Grade 2:** Good features and no important shortcomings  
**Key stage 2: Grade 2:** Good features and no important shortcomings

### **Good features**

301. Religious Education is taught in line with the locally agreed syllabus. The scheme of work is progressive and enables pupils to gain an appropriate knowledge and understanding of religion, a good awareness of life experience and the development of appropriate skills to ask relevant questions.
302. Pupils in KS1 visit local places of worship to begin to find out what happens in a church and why they are important places for the community. They develop a good understanding of some of the main Christian ceremonies and their place in the Christian calendar; they know the significance of events such as, Harvest, Christmas and Easter. Pupils are encouraged to reflect on special times in their lives and on the importance of their relationships with their family and other people. This is a particularly good feature of pupils' knowledge and understanding.
303. In KS2, pupils have a good understanding of the significance of prayer; they write their own prayers in response to reflection on special people and events. They have a good appreciation of the need for rules in order for children to respect each other and be happy in the school community.

304. Pupils in Year 2 have a good knowledge of some of the main stories from the Bible, such as that of Moses in the land of Egypt. They begin to develop their knowledge about the main features of other religions; they understand that the Jewish place of worship is called a synagogue and they learn about the importance of the Hanukkah candle.
305. Lower KS2 pupils have a good knowledge and understanding of Bible stories including ones from the Old Testament. They have a good knowledge of stories concerning the life of Jesus and how we celebrate his life by observance of the Christian calendar. Pupils begin to reflect successfully on the relationships between people and how their emotions can affect other peoples' attitudes and behaviour.
306. Older KS2 pupils study the attributes of religious leaders and customs. They know that the Q'uran is an important book for Muslims, that Mohammed is their prophet and that there are five pillars of wisdom. Pupils learn about the importance of churches and the role of Christian religious leaders in the community. They have a good understanding of the major world religions and their importance, and that ceremonies play a crucial part in people's lives.

### **Shortcomings**

307. There are no important shortcomings.

### **School's response to the inspection**

We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features. The report recognises that the school has many outstanding features and it is particularly pleasing that for three of the seven Key Questions, grade 1 has been awarded. In addition, the care and support systems we have in place and that underpin our curricular provision are recognised as having outstanding features. Most importantly, the inspection report confirms that this school is highly successful in preparing pupils to take an active role in the life and work of the local community and identifies the role of staff and governors in this achievement. In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.

The inspection report confirms that the school's self-evaluation document has many outstanding features and that this document, in tandem with the school development plan, will enable further development and improvement. An action plan will be put in place to address the recommendations in the report. We are particularly pleased that three of the four recommendations are already contained within the current school development plan.

The school is well placed to improve standards in English with support from L.E.A., in the form of a 'Writing Project', already impacting on this curriculum area.

We face a greater challenge to improve standards in Welsh (second language). However, it is a challenge that staff and governors will confidently address. Where it is possible to do so, staff and governors will address the recommendations before the end of the school year. Raising pupils' standards of achievement in 'writing' and Welsh (second language) will be a major priority for us.

A professional development programme for all staff is in place and this will enable staff to improve their knowledge and skills in curriculum areas that have been identified as having some shortcomings.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix A

### Basic information about the school

Name of school	White Rose Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	School Street Elliot's Town, New Tredegar, Caerphilly County Borough
Postcode	NP24 6DW
Telephone number	(01443) 828060

Headteacher	Mr Richard Zecca
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Cllr. L Rees
Registered inspector	Mr Eifion R Morgan
Dates of inspection	27 <sup>th</sup> February – 2 <sup>nd</sup> March 2006

## 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	28.5	41	47	36	35	44	44	52	327.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	2	15

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.15

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of School
Spring 2005	89%	90%
Summer 2005	85%	90%
Autumn 2005	88.5%	90.3%

Percentage of pupils entitled to free school meals	33%
Number of pupils excluded during 12 months prior to inspection	1 fixed term (1day)

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		34		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	22	78	
		National		4	13	63	20
En: reading	Teacher Assessment	School	0	0	19	67	14
		National		3	11	63	23
En:writing	Teacher Assessment	School		6	31	64	0
		National		5	14	69	11
En: speaking and listening	Teacher Assessment	School		0	11	89	
		National		4	14	55	26
Mathematics	Teacher Assessment	School		3	19	72	6
		National		2	11	63	24
Science	Teacher Assessment	School			11	89	0
		National		2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	72%	In Wales	80%

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1



## National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005						Number of pupils in Y6		50			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	11	17	40	32
		National	1	0	0	0	1	5	16	46	30
	Test/Task	School									
		National									
Welsh	Teacher assessment	School	0	0	0	0	0	2	19	57	28
		National	0	0	0	0	1	3	17	46	31
	Test/Task	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	2	19	57	28
		National	0	0	0	0	1	3	17	46	31
	Test/Task	School									
		National									
Science	Teacher assessment	School	0	0	0	0	0	0	9	45	47
		National	0	0	0	0	0	1	11	50	37
	Test/Task	School									
		National									

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	68	In the school	
In Wales	70	In Wales	

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

## Appendix D

### **Evidence base of the inspection**

Five inspectors spent a total of 17 inspector days in the school and met as a team before the inspection. The team were accompanied by a peer assessor who took a full part in the inspection.

These inspectors visits:

- 63 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection 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;
- 102 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 headteacher accepted the role of Nominee.

The Registered Inspector held a post inspection meeting with the governors.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Eifion Morgan Registered Inspector	School in Context Summary and Recommendations KQ1 1.1 - 1.9 KQ2 2.1 – 2.8 KQ3 3.9 KQ5 5.1 – 5.6 KQ6 6.1 – 6.7 Science Welsh (second language) Geography
Mrs Janet Warr Lay Inspector	KQ1 1.11 – 1.12 and 1.16 KQ3 3.6; 3.8; 3.10 – 3.14. KQ4 4.9; 4.13 – 4.18. KQ5 5.7 – 5.9
Mrs Julie Jones Team Inspector	KQ2 2.9 – 2.12 KQ 4 4.1 – 4.8; 4.10 – 4.12 History Music Physical Education
Mrs Kay Andrews Team Inspector	KQ1 1.10; 1.13 - 1.15. KQ3 3.1 – 3.5 and 3.7 Early Years Mathematics Art
Mr Cliff Brace Team Inspector	KQ7 7.1 –7.7 English Information Technology Design Technology Religious Education
Ms Katherine Bainbridge Peer Assessor	Contributed to all questions.
Mr Richard Zecca Nominee	Full part in team discussions.

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### Acknowledgement

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