

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

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

**Malpas Park Primary School  
Wavell Drive  
Malpas  
Newport  
NP20 6LE**

**School Number: 6802043**

**Date of Inspection: 09 June 2008**

**by**

**Robert Stuart Wormleighton  
12572**

**Date of Publication: 11 August 2008**

**Under Estyn contract number: 1122507**

**© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

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

Malpas Park 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 Malpas Park Primary School took place between 09/06/08 and 11/06/08. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	7
<b>Standards</b>	8
Key Question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	15
<b>Leadership and management</b>	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
<b>Standards achieved in subjects and areas of learning</b>	23
Mathematics	23
Science	25
Design technology	26
Art	28
Physical education	29
Religious education	30
<b>School's response to the inspection</b>	
<b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

## Context

### The nature of the provider

1. Malpas Park is a primary school on the northern outskirts of the city of Newport. There are currently 195 pupils on roll aged from four to eleven who are taught in single year groups from the reception class to year six. The majority of pupils come from homes that are described as being neither socially advantaged nor disadvantaged. Although the school serves the residential areas close to the school approximately twenty-five per cent of pupils come from outside that initial catchment area. There have been no significant changes to the school type since the previous inspection in May 2002. Pupils are admitted into the Reception class in the September following their fourth birthday.
2. Three per cent of pupils have an entitlement to free school meals, which is well below the Local Education Authority (LEA) average of 21 per cent and the national average of 17.5 per cent. Pupils' attainment on entry covers a wide range of abilities although pupils' attainment is generally in line with expected levels. Ninety-nine per cent of pupils come from English speaking homes no pupils have Welsh as their first language and one pupil is learning English as an additional language. Eight per cent of pupils have been identified as having special educational needs. This figure is well below the LEA average.
3. Including the head teacher, who has been in post since September 1986 and the recently appointed deputy-head teacher there are nine full-time teachers, and one part-time teacher.
4. The school has been awarded the Basic Skills Agency's Award for the fourth time and has recently received the Eco-schools Green Flag Award.

### The school's priorities and targets

5. The school's Mission Statement is:  

'Our School in Our Hands'
6. The school's aims are to:
  - Provide high quality learning and teaching;
  - Develop an ethos that promotes achievement and attainment;
  - Develop links between home, school and community based on trust and respect;
  - Provide a broad and balanced curriculum for all;
  - Provide a range of high quality resources that supports the delivery of an enjoyable, innovative and challenging curriculum;
  - Monitor and evaluate the effectiveness of the work of the school; and
  - Promote the social, physical and intellectual development of the child.

## Summary

7. Malpas Park is a very good school with many outstanding features. The school has made good progress since its last inspection.

### Table of grades awarded

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

### Standards

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	2	1
Science	1	1
Design technology	2	2
Art	2	2
Physical education	2	1
Religious education	2	2

8. During the inspection, standards of achievement in the subjects inspected twenty-nine lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	66%	0%	0%	0%

9. These figures are well above the targets set by the Welsh Assembly Government (WAG) in its publication 'Vision into Action', that state that by 2010 the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.
10. Standards of attainment in the reception class are well above the LEA and national averages and are an outstanding feature. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Learning Outcomes for Children's Learning.

11. All pupils, including those with special educational needs succeed very well in relation to their needs and abilities. Over time good and often very good standards are achieved in the development of pupils' knowledge understanding and skills in both key stages, with pupils meeting their challenging targets and goals.
12. Overall pupils achieve good standards in the improvement of the key skills of listening, writing, numeracy and bi-lingualism in most subjects across the curriculum and their skills of speaking and reading are outstanding. Pupils' standards of information and communication technology are improving but its use is inconsistent.
13. Statutory assessments at the end of key stage 1 in recent years have been consistently well above local and national averages in the core subjects of English mathematics and science. In the 2007 teacher assessments standards were again well above these averages.
14. In the 2007 statutory assessment at the end of key stage 2, standards in each of the core subjects were well above the national averages in each core subject. The percentage of pupils attaining the higher grade 5 level was in excess of those averages too.
15. Overall trends over the past few years show the school is performing consistently at a level that is well above local and national averages in both key stages.
16. Pupils' progress in learning and towards fulfilling their potential and moving on to the next stage of learning is good overall. They show good levels of involvement and a growing awareness of their work. Their understanding of what they need to do to improve their work is an outstanding feature.
17. The standards of achievement in the development of pupils' personal, social and learning skills are good overall. They show very good levels of independence and work enthusiastically. Providing them with a very good base for continuing lifelong learning.
18. The average rate of attendance for the three terms prior to the inspection is 93.4 per cent, which is above the LEA and national averages. Most pupils attend school regularly and are punctual, absences are mainly through illness however figures are affected by family holidays taken in term time.
19. Pupils' behaviour is very good. They are friendly, polite and considerate and relate very well to adults. Older pupils are sensitive to the needs of their peers and younger pupils.
20. Pupils' moral and social development is very good. Their spiritual development has good features that outweigh shortcomings. Their understanding of the culture of Wales is good, although their knowledge of its cultural diversity and that of countries and societies further a field is less well developed.

21. Pupils' understanding of their local community, the world of work and industry in the area is good.

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

#### **Grades for teaching**

22. 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>
45%	48%	7%	0%	0%

23. Teaching in both key stages, in the Early Years and for pupils with SEN is consistently good with outstanding features.
24. Overall teaching is outstanding. Teachers have high expectations of themselves and their pupils. They have very good subject knowledge and share their expertise productively with colleagues. They have excellent relationships with pupils, and promote a highly effective learning environment. They plan thoroughly and support staff are well deployed. Pupils are actively involved in their own learning. They are challenged and well motivated to achieve excellence, with activities adapted well to meet their needs. The sharing of good practice between all members of staff is an outstanding feature.
25. Where good features are evident pupils feel valued, lessons have a lively and appropriate pace with effective questioning; clear learning objectives are shared with pupils and there is a good learning environment with touches of humour. Where there are minor shortcomings in teaching, occasionally presentations are too long and there are sometimes too many activities within the lesson.
26. The quality of assessment and its use in planning for pupils' learning is outstanding. Procedures and practices for assessing pupils' work are comprehensive and are of a high quality and identify the next steps in learning. Targets are set and data is analysed effectively to track pupils' progress. Pupils are fully involved in and understand the process.
27. Procedures for providing information for parents are excellent. Annual reports to parents are outstanding in quality, giving a detailed picture of children's progress in all subjects, and information and guidance about targets.
28. The school responds well to the learning needs and interests of all pupils including those with SEN and those who are able and more talented and equal access is provided to a broad and balanced curriculum. The excellent learning opportunities provided outside the school enhance the curriculum in an outstanding way. The curriculum conforms to statutory requirements. Good priority is given to developing basic and key skills, with an effective whole-school approach to the planning for the delivery of most key skills. The

promotion of bilingual skills generally is good and ICT skills are developing well, although there is inconsistency in practice between classes.

29. The school plans effectively for personal and social education, with aspects incorporated thoroughly in pupils' experiences across the curriculum. The provision to promote pupils' spiritual, social, moral and cultural aspects is good overall. Pupils' awareness of the culture and heritage of Wales is good although the study of other cultures and opportunities for spiritual reflection and are less developed.
30. The curriculum is enriched by very effective partnerships with the community and parents and there are strong links with other primary schools and the local secondary schools. These are outstanding features of the school's provision.
31. Pupils are cared for, guided and supported very well in a secure, supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. Induction arrangements are carefully planned and implemented for pupils in the reception class and for those who join at a later stage, parents say they value this and the approachability of the staff.
32. The provision for learners with additional learning needs is good. The school is committed to early identification and support for pupils with additional needs, including the more able and talented pupils. Pupils with SEN are well supported both in class and during well structured, withdrawal sessions.
33. The school is very effective at promoting health and fitness for pupils through a wide range of extra curricular activities and active break times and lunchtimes.

### **Leadership and management**

34. The head teacher has high expectations of himself and his staff and provides the school community with a clear direction. He is well supported by the deputy head teacher and all members of staff who are very effective in raising standards. All staff liaise well and share a clear vision for the school and work closely together in formal and informal settings. These are outstanding features.
35. The school takes good account of national priorities in its curriculum. It sets challenging, yet realistic targets with its pupils and staff. There are suitable arrangements in place to review and monitor the performance of members of staff and to identify their training needs.
36. The governing body is very supportive and meets all its statutory duties and responsibilities well. Governors are fully involved in the life and work of the school they are well informed and have the determination to ensure that the school continues to develop and provide a high quality of education for all its pupils.

37. The self-evaluation report is a comprehensive document and procedures for self-evaluation are well established. The staff are experienced at monitoring teaching and learning, analysing pupils' performance, agreeing on school strengths and areas for improvement, and setting realistic targets for future development. This is an outstanding feature.
38. The school development plan is a clear and detailed document that identifies agreed areas for improvement. It is a useful document central to the continuing development of the school and all members of staff together with the governing body have been involved in writing it.
39. Staffing levels are very good. The school has an appropriate number of knowledgeable and suitably qualified teaching and support staff. Staff are deployed and managed in an outstanding way.
40. Overall accommodation is good and is well used. The school has a wide range of learning resources and uses them well. Financial planning is carefully linked to priorities and the finance committee meets regularly and is instrumental in ensuring that the school gives very good value for money.

## Recommendations

- R1 Continue to improve pupils' standards in the use of information and communication technology and its greater use in subjects across the curriculum.
- R2 Further promote pupils' understanding of the cultural diversity of Wales and of countries and societies in the wider world.

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 1: Good with outstanding features

41. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

#### Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	66%	0%	0%	0%

42. These figures are well above those identified in the most recent Chief Inspector of Schools Annual Report where standards are good or better (grade 1 and 2) in 80 per cent of lessons. And are also well above the targets set by the Welsh Assembly Government (WAG) in its publication 'Vision into Action', that state that by 2010 the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.
43. Standards of attainment in the reception class are well above the LEA and national averages and are an outstanding feature. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.
44. In key stage 1 and key stage 2, standards in the subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	2	1
Science	1	1
Design technology	2	2
Art	2	2
Physical education	2	1
Religious education	2	2

45. There are outstanding features in pupils achievement, these include;
- The way they meet their challenging targets and goals;
  - The way the pupils succeed, regardless of their social, ethnic or linguistic background;
  - The well above average results they generally achieve in statutory assessments; and,
  - The maintenance of high standards of achievement over time.

46. Pupils achieve good and very often very good standards in the development of their knowledge, understanding and skills in both key stages.
47. Overall pupils achieve good standards in the improvement of their key skills in most subjects across the curriculum. Their communication skills of speaking and reading are outstanding features, especially at the end of key stage 2, and their listening and writing skills are good. Standards of numeracy are good. Standards in bilingual skills develop steadily across the school, and pupils demonstrate good levels of competence. Although standards in pupils use of information and communication technology show good features and is improving in a wide range of situation throughout the school their use overall is inconsistent.
48. Statutory assessments at the end of key stage 1 in recent years have been consistently well above local and national averages in the core subjects of English mathematics and science. In the 2007 teacher assessments, standards were again above these averages, with the Core Subject indicator (the percentage of pupils reaching level 2 in each core subject) of 92 per cent being well in excess of the all Wales figure of 81 per cent.
49. Currently three per cent of pupils claim their entitlement for free school meals. When attainment is measured against the benchmark for schools with a similar number of free school meals, the key stage 1 results placed the school in the top 50 per cent for English and just in the bottom 50 per cent for mathematics and science.
50. In the 2007 statutory assessment at the end of key stage 2, standards in each of the core subjects were well above the national averages in each core subject. The percentage achieving level 4 and above in each core subject, the Core Subject Indicator, at 93 per cent was well above the local and national averages of 80 and 74 per cent respectively. The percentage of pupils attaining the higher grade 5 level was in excess of those averages too. In comparison with similar schools, the school's results were ranked in the top 50 per cent for English and mathematics and in the top 25 per cent for science.
51. Overall trends over the past few years show the school to be performing consistently at a level that is well above local and national averages. Currently there is no discernible pattern in the variation of the performance of boys or girls at either key stage.
52. Pupils' progress in learning is good overall; they show good levels of involvement in and a growing awareness of their work. Their understanding of what they are doing, how well they are progressing and what they need to do to improve their work is an outstanding feature.
53. They acquire new knowledge, understanding and skills, both within their individual lessons and over time throughout each term and year. Nearly all pupils make good progress towards fulfilling their potential and moving on to the next stage of learning.

54. The standards of achievement in the development of pupils' personal, social and learning skills are good overall. They show very good levels of independence, they work enthusiastically and productively in a range of activities, individually and as part of a team or group.
55. Pupils' study and problem solving skills are well developed and are providing them with a very good base for continuing lifelong learning. These are outstanding features.
56. At 93.4 per cent the average rate of attendance for the three terms prior to the inspection is above the LEA and national averages. Absences are caused mainly by illness however the overall rate is also adversely affected by family holidays taken in term time. Most pupils attend school regularly and are punctual.
57. Pupils' behaviour and the respect they show to adults and each other is very good. The school has high expectations and there is an atmosphere of mutual respect throughout the school. Parents say that pupils are caring of each other and that behaviour on visits is good. There have been no exclusions in the last three years.
58. Pupils are friendly, polite and considerate and relate very well to adults. They move sensibly in and around the school and demonstrate a high degree of maturity. Older pupils are sensitive to the needs of their peers and younger pupils.
59. Pupils', social, moral and cultural development is good overall, with their moral and social development, through an effective personal and social education (PSE) programme, being very good. They have a good understanding of relevant social and equal opportunity issues and show empathy with those less fortunate than themselves. However the good features of pupils' spiritual development, evident in some subjects and activities are not always evident in acts of collective worship.
60. Their understanding of the culture of Wales, *Y Cwricwlwm Cymraeg*, is good and although some year groups have a good understanding of the culture of societies through a recently studied project, their knowledge of the cultural diversity of Wales and of other parts of the UK and of countries and societies further a field is less well developed.
61. Through visits out of school and visitors coming into school pupils' understanding of their local community, the world of work and industry in the area is good. Pupils' entrepreneurial skills are developing well through various mini-enterprise projects.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

62. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

63. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
45%	48%	7%	0%	0%

64. These figures are well above Welsh Assembly Government's target of lessons to be a grade 2 or better, and the national picture reported by HMCI in his annual report for 2006-2007, where the quality of teaching in primary schools is 80 per cent grade 2 or better and well above the figure of 14 per cent for the quality of teaching that was reported as being grade 1. Teaching in the Early Years and the teaching of pupils with SEN is consistently good with outstanding features.

65. In all lessons teachers plan thoroughly, giving appropriate attention to the development of most key skills. Pupils are challenged and motivated through a wide range of rich learning experiences. Activities are adapted well to meet individual learning needs, and homework is appropriately linked to classroom work.

66. Teachers have excellent relationships with pupils, and promote a highly effective learning environment. They have good knowledge and understanding of the subjects they teach, and are very much aware of recent developments. They constantly review their ideas in the light of experience, the needs of the children, and local and national priorities.

67. Teachers plan carefully for the effective use of support staff during lessons. The sharing of good practice between all members of staff is an outstanding feature.

68. In lessons where there are outstanding features, teachers:

- stimulate and challenge pupils to achieve excellence;
- use a wide range of teaching methods and learning styles to match pupils' needs;
- have high expectations of themselves and their pupils;
- encourage pupils to be active participants in their own learning, and to reflect on their own progress.

69. Good features seen in the teaching include:

- clear learning objectives to lessons which are shared with pupils;

- a lively pace to lessons;
  - effective questioning, and allowing pupils time to respond;
  - purposeful and innovative use of resources;
  - touches of humour.
70. Where there are very minor shortcomings in teaching, presentations are occasionally too long and there are sometimes too many activities within the lesson.
71. Gender equality is implicit, not only in the delivery of the curriculum, but also in all aspects of school life. The fully inclusive nature of the school is an outstanding feature.
72. The school meets the English language needs of all pupils very well, including pupils with additional learning needs. In general, teachers successfully promote pupils' bilingual skills well but there is inconsistency between classes in the use of the language across the curriculum.
73. Inclusive teaching and learning strategies feature in all classrooms, and pupils' progress is monitored and reviewed extremely well.
74. The quality of assessment and its use in planning for pupils' learning is outstanding. Procedures and practices for assessing pupils' work are of a high quality, and include regular use of teachers' assessments, standardised tests and day-to-day assessment to identify the next steps in learning for individuals and groups. Effective tracking systems give a clear picture of the achievements and attainments of individual pupils as they move from class to class. An outstanding feature of tracking procedures involves staff monitoring the 'value added' element of each pupil. This data is analysed effectively to identify performance trends, and to set challenging targets for improvement.
75. The school meets statutory assessment and reporting requirements fully.
76. Pupils' understanding of the purpose of assessment is outstanding. Teachers ensure that pupils understand the purpose and nature of assessment by employing a number of highly effective strategies, such as oral feedback, learning diaries and use of a 'traffic light' system in plenary sessions. The school views assessment as a firm partnership between teachers and pupils. The careful 'Close the Gap' marking, with positive comments and the encouragement of pupils to respond to them, is one particularly useful strategy in helping pupils to consolidate learning and to ascertain their understanding of the next step in their own learning. Pupils are very much involved in the setting of their own targets, and have a very good awareness of some of their strengths and the areas they need to develop.
77. Procedures for providing information for parents are excellent. Parents are happy to pay an initial visit to school to meet class teachers at the start of the school year, and to attend two consultation evenings during the year to discuss their children's work and to share pupil targets. Parents also appreciate the open door policy, which enables them to discuss their

children's work informally. Annual reports to parents are outstanding in quality, giving a detailed picture of children's progress in all subjects, and information and guidance about targets.

78. Standards are moderated within the cluster of schools, not only in the core subject but also a range of foundation subjects including Welsh second language. Relevant information is transferred to receiving secondary schools, to the LEA, Welsh Assembly Government and other external agencies, in order to secure continuity and progression in pupils' learning.

**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**

79. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. This is because although some outstanding features were identified these were not sufficient to award a grade 1 overall.
80. The school responds well to the learning needs and interests of all pupils. Equal access is provided to a broad and balanced curriculum that meets the requirements of the National Curriculum and the local requirements for delivering religious education.
81. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Learning Outcomes for Children's Learning.
82. The school has prepared detailed policies and schemes of work for all areas, including Early Years schemes, which include exciting experiences and opportunities indoors and outdoors. In general, schemes of work show continuity and progression, and the curriculum is broad and balanced. Planning is thorough and provides stimulating and interesting activities in the great majority of classes.
83. Good priority is given to developing basic and key skills, with an effective whole-school approach to the planning for the delivery of key skills.
84. The excellent learning opportunities provided outside the school enhance the curriculum in an outstanding way. They include visits to places of educational interest and numerous extra-curricular activities that promote the learning of new skills exceedingly well. Residential visits undertaken by year 6 pupils complement the curriculum very well, and visits by people with particular expertise or knowledge in work, industry and sport impact significantly on pupils' learning.
85. The school plans effectively for personal and social education, with aspects incorporated thoroughly in pupils' experiences across the curriculum. The

provision to promote pupils' spiritual, social, moral and cultural aspects is good overall, with moral and social development being promoted particularly well through the personal and social education programme. For example, there are frequent opportunities for pupils to help those less fortunate than themselves. They raise money for charity, and sessions, such as circle time, help pupils understand social issues.

86. The school actively promotes pupils' cultural development, for example, by providing opportunities for them to work with artists and musicians, and to visit museums and theatres.
87. Collective worship offers some guidance to pupils on moral issues, but does not always contribute well to pupils' spiritual development. Opportunities for reflection, and elements of reverence and praise, were not evident in assemblies seen during the inspection.
88. The curriculum is enriched by very effective partnerships with the community and parents, for example, the active parent/staff association organises regular fund raising events. Strong links with other primary schools and two secondary schools are highly successful in promoting curricular initiatives. Partnerships with training agencies are very good, and excellent and productive partnerships exist with agencies such as nature reserves, the local university and the LEA, all of which enrich pupils' learning experiences greatly. These are outstanding features of the school's provision.
89. The curriculum meets all legal requirements.
90. The school develops an increasing understanding amongst the pupils of the nature of the world of work and industry in the area. The provision is reinforced by suitable visits to shops and work places and visitors to the school, for example, by staff of a local bread factory. Links with a construction firm building a new school in the vicinity enhance pupils' motivation, and various mini-enterprise projects provide a good introduction to the world of work.
91. The use of incidental Welsh and the promotion of bilingual skills generally are good, although there is inconsistency in practice between classes. The *Cwricwlwm Cymreig* is well integrated into all schemes of work, and pupils receive a good grounding into the traditions, history and culture of Wales. Although arrangements for the development of pupils' awareness of cultural diversity are less well developed.
92. The school is strongly committed to promoting equal opportunity for all. It is outstanding in the way it ensures that every child in the school, regardless of race, language, gender or ability is equally valued and has access to educational opportunities of good quality.
93. The school's promotion of education for sustainable development is good, enabling it to be awarded with the Green Flag recently. The Eco Committee monitors and promotes pupil involvement in recycling well, and the school

closely monitors its consumption of energy. Taking part in the campaign to recycle Yellow Pages is one activity that effectively helps establish pupils' awareness of global citizenship. However, arrangements to develop pupils' fuller understanding of global citizenship are currently underdeveloped. Pupils' decision-making skills are developed in an outstanding way through a curriculum that enables them to apply skills in entrepreneurial areas. For example, pupils display and sell their craft work, and the School Council and Eco Committee raise funds effectively.

94. The school supports life-long learning well, for example, through its strong commitment to developing pupils' thinking skills. It places appropriate emphasis on pupil health and fitness. Members of the School Council and the Eco Committee acquire a good understanding about decision-making and taking responsibility through a variety of valuable activities.

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

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

95. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. This is because the team did not identify sufficient outstanding features to award a grade 1.
96. Pupils are cared for, guided and supported very well in a secure, supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. Staff know the pupils and their families very well and there is a very positive partnership with parents and carers. The police liaison officer supports the personal and social education provision very effectively and the school works very effectively with health professionals and other outside agencies which impacts very positively on the guidance and support offered to the pupils.
97. Induction arrangements for the under-fives are carefully planned and implemented. The school has close links with the feeder nursery school as a result, children settle quickly into reception class. Effective procedures, including an informal buddy system, are in place to support pupils who join at a later stage. All pupils quickly learn the routines and settle well into school life. In their responses at the pre inspection meeting parents say they value the approachability of the staff and the time invested to ensure that their children are welcomed into school.
98. The school is involved in a transition plan with two receiving secondary schools. Year six pupils are involved in cross-phase bridging units in English and mathematics. There are effective transition arrangements from key stage two to key stage three and suitable arrangements are in place for pupils transferring to other schools.

99. The school provides very good quality personal support and guidance for pupils. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes.
100. The school has an assertive discipline policy; almost all teachers and support staff have been trained and all staff implement strategies effectively. Pupils have a role in devising class rules and all adults in the school are very good role models. Arrangements to encourage pupils to behave well are very effective; this is evident in the high standards achieved. Pupils' behaviour is very closely monitored and when required actions such as anger management sessions are provided to support pupils who may experience difficulties. Pupils' state that bullying is very rare but incidents and outcomes of unacceptable behaviour, as well as parents' concerns are carefully recorded.
101. Pupils' attendance and punctuality is monitored extremely carefully. The school operates a first day response to absence for all pupils. Targets are set and the school works closely with the Education Welfare Officer (EWO) on the rare occasions when families give concern. Although a high proportion of pupils achieve full attendance there are currently no rewards to commend their achievement, or incentives to improve attendance and punctuality. However, arrangements are in place to introduce these features this term.
102. The school is very effective at promoting health and fitness for pupils through a wide range of extra-curricular activities including an early morning fitness club during the summer months for pupils in both key stages and residential visits to an outdoor education centre for year six pupils. Key stage 2 pupils are involved in the Physical Education and School Sports (PESS) and Dragon Sports initiatives.
103. There are healthy options at lunchtime. Fruit is available daily and salad on four days. The cook caters well for pupils with special dietary needs and liaises very effectively with support staff in cases of identified medical conditions. Mid-day supervisors monitor pupils' choices to ensure they have a balanced meal. In discussion pupils say they enjoy dinners and appreciate the healthy options on offer. The school has very recently introduced a 'Fruity Friday' initiative to encourage pupils to eat healthy snacks at break time and all pupils are encouraged to drink water throughout the day with access to water dispensers in both key stages.
104. Sun hats are provided for pupils in key stage 1 and older pupils are encouraged to wear hats in hot weather. The school encourages active break times and lunchtimes. Key stage 2 pupils have a good range of outdoor play equipment and all classes have access to the shaded woodland area on a rota basis.
105. All adults in the school including mid-day supervisors and the canteen staff are aware of pupils' needs. The school responds very quickly to pupils with identified medical conditions and very good procedures are in place for the administration of medicines.

106. There is an appropriate health and safety policy. A Health and Safety Panel has been set up and the school has produced an action plan in response to the external health and safety audit.
107. There is an effective policy and sound procedures for child protection. The head teacher and his deputy are the nominated officers. The chair is the nominated link governor. Teachers, support staff and mid-day supervisors are aware of their responsibilities. The school follows the LEA procedures for Criminal Record Bureau (CRB) checks.
108. The provision for learners with additional learning needs is good with no important shortcomings and the policy for SEN has recently been re-written and the school fully complies with the current Code of Practice for SEN.
109. The school is committed to the early identification and support for pupils with additional needs, including the more able and talented pupils. Even though the newly appointed SENCo is a part-time member of staff there is good liaison between her and the class teachers.
110. Detailed information on pupils is gathered from teachers through the school's assessment procedures. There is appropriate contact with the educational psychologist and other outside agencies such as the speech therapy service. Within the school, staff liaise effectively to ensure that the learning programmes for pupils with SEN are well supported both in class and during good quality, well structured, withdrawal sessions that are often based on the learning objectives of class lessons. Individual pupils as well as small groups make good progress with carefully planned work that is carefully structured to the needs of pupils.
111. Individual Education Plans are of good quality and are formally reviewed termly. The school works closely with parents to involve them in the Individual Education Plans and in target setting and in key stage two pupils opinions are sought and their contributions included formally in the process. Pupils in both key stages make good progress towards achieving their targets, which are also reviewed regularly.
112. The school has appropriate arrangements and individual behaviour plans in place, to ensure that pupils who may have behaviour that could impede their learning make good progress and that other pupils are able to learn without interference and disruption.
113. The school strongly promotes equal opportunities, race and gender equality and challenges stereotyping. All pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities these are outstanding features of the school. There are effective policies for areas such as anti-bullying, disability and equality of opportunity. There are no pupils with mobility disabilities currently in the school but there is a suitable accessibility plan that takes account of the site and buildings.

114. Pupils throughout the school learn about other faiths and customs through personal and social and religious education that enable them to develop an understanding of diversity and equal opportunities. Pupils in years four and five have very recently been involved in Creating Cultures Week to further develop their understanding. However arrangements to develop pupils' understanding of the cultural diversity of Wales, the UK and of other countries and societies are underdeveloped.

## Leadership and management

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

#### Grade 1: Good with outstanding features

115. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
116. The clear direction given by leaders and managers is an outstanding feature. The head teacher has high expectations of himself and his staff. He knows his school well and provides the school community with a clear direction for its continuing development and the promotion and maintenance of high standards. He is well supported by the recently appointed deputy head teacher and all members of staff all of whom have additional responsibilities over and above their main teaching roles.
117. Where curriculum leaders are well established in their roles their overview and knowledge of the subject and its future development is very effective in raising standards and is an outstanding feature. However, much has been achieved in a relatively short time by those who have been appointed more recently.
118. There is a clear and shared vision relating to values and expectations between staff, governors and the school community that are explicit in the aims and objectives of the school and in the mission statement 'Our School in Our Hands'. It is a vision that promotes equality and is understood by all and supports the corporate on-going development and improvement of the school. All staff work closely together in formal and informal settings and there is very good liaison between senior staff, the SENCo and all relevant staff. These are outstanding features.
119. The school takes good account of national priorities in its curriculum. The development of education for sustainability is good and the school working with its eco-council has just been awarded the Eco-Schools Green Flag Award. However arrangements for the development of global citizenship are currently underdeveloped. The school actively promotes *Y Cwricwlwm Cymraeg* and bi-lingualism. Good effective links have been established between the school and other schools in the locality in many subject areas assisting in the moderation of standards and pupil transition from key stage 2 to key stage 3.
120. An outstanding feature of the school is the challenging, yet realistic targets it sets for its pupils and with the staff for school improvement. These targets are regularly reviewed and are successfully met and often exceeded.
121. There are suitable arrangements in place to review and monitor the performance of members of staff and to identify their training needs. Targets set for staff, as part of their performance management reviews, are having a positive impact on school improvement and the raising of standards.

122. The identification of the training needs of staff and the way in which their continuing professional development impacts on the raising of standards and the quality of teaching in the school is an outstanding feature.
123. The governing body is very supportive and meets its responsibilities well. Governors are fully involved in the life and work of the school. Although many governors have been appointed recently and are relatively inexperienced they are well informed and have the determination to ensure that the school continues to develop and provide a high quality of education for all its pupils.
124. There are regular meetings and reports from the head teacher and link subject governors for all curriculum areas. Governors monitor the quality of provision through classroom visits and presentations by subject leaders. This has a positive impact on the school's progress and development.
125. The governing body meets all its statutory duties.

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

**Grade 1: Good with outstanding features**

126. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
127. The self-evaluation report is a comprehensive document that contains much useful information, giving a good picture of the broad intentions of the school and its work. The judgements of the inspection team agree with the school's self-evaluation in five of the seven key questions.
128. Procedures are well established and the staff and governors are experienced at analysing pupils' performance, agreeing on school strengths and areas for improvement, and setting realistic targets for future development this is an outstanding feature.
129. The effectiveness of the head teacher, deputy head and those with management responsibilities in planning for and bringing about improvements is an outstanding feature. They have a firm vision of where they want the school to be and how they can best achieve this. They are aware of provision and standards because they have monitored closely, and so are able to plan out the strategic development of the school.
130. Subject leaders vary in experience and the time they have spent in post. All however are enthusiastic and committed and their roles have or are developing well. They carefully monitor pupils' standards in a range of ways, and especially through the Primary Effective Early Learning project, monitoring includes listening to learners, scrutinising pupils' work and teacher planning, and in some cases observing teaching or learning in classes across the school. Curriculum leaders are therefore very knowledgeable and use this knowledge to develop their subject improvement plans.

131. The school seeks out and responds to the views of all stakeholders including parents, pupils and governors. Information is gathered, collated and acted upon,
132. Self-evaluation procedures have helped the school to raise standards and identify the way forward in the form of the school development plan (SDP). The school development plan is a clear and detailed document that identifies major and minor areas for development for the next three years. Specific objectives are set for each initiative and members of staff responsible, costings, monitoring arrangements and success criteria are evident. It is a useful document central to the continuing development of the school and all members of staff together with the governing body have been involved in its development and so have a shared understanding of that aspect of school improvement this is an outstanding feature.
133. The schools' self-evaluation, the school development plan, staff training and performance management are all closely linked and together identify the school's priorities for development. The governing body reviews progress being made towards these priorities regularly and is good at ensuring that appropriate funding for resources is available. Targets are achieved and the school can show clearly where actions have resulted in measurable improvements, such as in the further development of mathematics and reading.
134. The school has made good progress since the previous inspection in 2002. The school has successfully addressed the key issues noted in the last inspection report and improvements are evident in the subject areas of design technology and art which are now good with no important shortcomings. Although there have been improvements in the development of ICT across the curriculum the key skill has good features that outweigh shortcomings.

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

##### **Grade 1: Good with outstanding features**

135. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
136. Staffing levels are very good, teachers have very good subject knowledge, are well qualified and link well with support staff. Their contribution to pupils' learning is of a high quality.
137. The expertise of members of staff is used very effectively to provide pupils with good opportunities for learning. Excellent use is made of staff expertise in subject specialist teaching sessions, such as physical education. Good quality teaching and support is provided by instrumental music tutors and the *athrawes fro*, who gives valuable advice to teachers about the organisation and resources for Welsh lessons.

138. Support staff, under the careful guidance of teachers, plan, teach, assess and record pupils' progress effectively. They show a sensitive appreciation of the needs of pupils under their care, and make a significant contribution to pupils' learning, particularly the under fives.
139. Workforce remodelling has provided appropriate arrangements for the reduction of teachers' workload. The school support officer performs her duties most efficiently and effectively. The school buildings and grounds are well maintained by the caretaker and cleaner, who, together with the lunch-time supervisors and canteen staff, contribute well to pupils' well-being.
140. All staff have rigorous annual performance management reviews that identify areas for improvement and the very efficient use of the school's INSET budget allows access to a comprehensive programme of effective continual professional development for all teaching and ancillary staff.
141. Learners have access to a wide range of learning resources, which are conveniently sited centrally and in classrooms. There is a well-stocked library, and the school is well-equipped with tools and materials for practical and creative work. A considerable investment has been made in the purchase of ICT resources, with interactive whiteboards in each classroom and an IT suite for general use.
142. Good use is made of the accommodation to provide a suitable setting for teaching and learning. In general, classroom space is good and there is adequate accommodation for the number of pupils, with the multi-purpose hall being well used for assemblies, physical education and lunch. Although effective use is made of all available space, room for instrumental music lessons and specialist teaching of pupils with SEN is limited. The Early Years area and grounds have been extensively redeveloped in preparation for the introduction of the Foundation Phase. The outdoor area is excellent, with areas, which are marked for games, grassed areas and a large field. The lively displays throughout the school are used effectively as teaching and learning resources
143. Outstanding features of how efficiently resources are managed to achieve value for money can be found in the way the school uses its resources and how it deploys and manages its staff. This is evident in the arrangements it makes for the delivery of its guided reading sessions and in aspects of its planning, preparation and assessment (PPA) time.
144. Financial control is secure and the school follows the LEA's 'best value' practices. The contributions of parents and friends of the school have enabled the school to purchase additional resources. Financial planning is carefully linked to priorities identified by staff and governors, and funds are allocated to acquire resources in line with agreed whole school priorities as determined in the school development plan. Subject leaders regularly audit, monitor and evaluate resources. The governing body finance committee meets regularly and is instrumental in ensuring that the school is effectively managed. The school gives very good value for money.

## Standards achieved in subjects and areas of learning

### Mathematics

**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 1: Good with outstanding features**

#### Outstanding features

145. Younger pupils in key stage 2 show outstanding achievement in their understanding of tables and in the range of processes they use to solve basic computation work. Pupils' ability to use a wide range of appropriate mathematical processes is an outstanding feature.

#### Good features

146. Younger pupils in key stage 1 can correctly identify and know the basic properties of two-dimensional shapes such as triangles, squares, hexagons and octagons. And of some three-dimensional shapes such as spheres, cones, cuboids and pyramids.
147. They show good standards of mental mathematics being able to subtract units from tens and units. Using a number-stick they confidently count in ones, two's and tens to ten, twenty and a hundred.
148. Pupils are well aware of the concept of symmetry and identify it in the context of other subjects such as physical education and information technology. They have good sequencing skills and the more able pupils show good progression and achieve high standards using them in increasingly complex patterns when they sequence mini-beasts for example.
149. Older pupils in key stage 1 have a very good knowledge of the place value of hundreds, tens and units and can identify numbers and mentally add units to tens and hundreds successfully.
150. They show good use of relevant mathematics vocabulary linked to time and are confident with the notion of before or after and earlier or later. They use analogue and digital clocks well and know the context of where they are used. They correctly read hours and minutes in both forms and convert one to another for half-past, quarter past, and a quarter to the hour.
151. Pupils can accurately count on in fives and are able to correct their errors with sensible estimates of the correct answers. They are confident with numbers and are able to successfully carry out two-digit addition and simple division sums.
152. They use their knowledge of basic measurement to compare grams and kilograms. Pupils show good progression in all areas of mathematics and are achieving good standards by the end of key stage 1.

153. Pupils understand and use a variety of graphs to investigate their mathematics as they use tally charts accurately and carefully draw graphs of their favourite drinks. They are able to use Venn and Carroll diagrams to investigate and sort information and are able to interrogate their data with relevant questions.
154. Younger pupils in key stage 2 make good progress across all areas of the subject. They have a very good knowledge and understanding of number and can count accurately to appropriate levels in Welsh and English. They are able to successfully double and partition numbers and use a range of strategies with understanding, being able to confidently explain the processes involved.
155. Pupils can successfully round up or down to the nearest hundred. They can calculate accurately in grams and kilograms. They have a very good use and understanding of mathematical vocabulary and use it appropriately in relevant situations.
156. All pupils understand the concept of lightest and heaviest and make good estimates as to the weight of objects in grams. They are able to accurately use range different types of scales to calculate weights in grams and kilograms.
157. Older pupils in lower key stage 2 are aware of and can confidently use number bonds to ten, to a hundred and to one thousand.
158. Pupils have a good awareness of compass points and can successfully record and understand quarter and one half turns and link them accurately to right angles and degrees.
159. They have a good understanding of co-ordinates and build on their previous learning of horizontal and vertical axis to plot them accurately on graphs.
160. Older pupils in key stage 2 have a good awareness of mathematical language and use it to good effect in a range of situations. They have a very good recall of mental mathematics, times tables, number bonds and place value and are able to carry out basic sums quickly and accurately, doubling and halving, and rounding up and down.
161. They correctly identify patterns in their work on chance and probability. They have a good knowledge and understanding of shapes and their properties. They use fractions confidently, work accurately on measure, money and distances and draw and interpret data from graphs successfully.
162. Older pupils in key stage 2 develop their mathematics vocabulary further they make good progress in all areas of mathematics. They use a range of strategies to solve mathematical problems, such as when they want to find the discount on an item from the percentage reduction. They then identify and calculate correctly those discounts.

163. They correctly change fractions to percentages such as halves and quarters. They know the inverses of numbers and can identify squared and prime numbers quickly and correctly. They have a good understanding of factors and can list them accurately.
164. Pupils have a good knowledge of angles and their properties, can identify and draw acute, obtuse and reflex angles and a very good knowledge of shapes such as trapeziums and all types of triangles. They correctly work out perimeters and areas of basic shapes and have developed good problem solving skills.

### **Shortcomings**

165. There are no important shortcomings.

<b>Science</b>
----------------

**Key stage 1: Grade 1: Good with outstanding features**

**Key stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

166. Pupils' inquiry and investigative aspects are outstanding in both key stages. Key stage 1 pupils undertake challenging investigative work, and have an excellent understanding of the need for fair testing, as seen in their investigation into foods eaten by snails. Key stage 2 pupils plan and describe their investigations skilfully and systematically as they attempt to solve problems. For example, year 3 pupils provide good reasons for their choice of equipment to investigate the effect of sugar on teeth.
167. In both key stages, pupils make extremely effective use of their increasing knowledge and skills to describe, interpret and evaluate their findings. They are able to form fair conclusions on the basis of their findings. For example, year 2 pupils describe their work on making simple circuits in detail, and communicate and evaluate their findings clearly.
168. All pupils use relevant scientific knowledge particularly well when reporting and recording their findings, and present their work in a variety of ways. For example, key stage 1 pupils construct graphs to illustrate their favourite foods, and key stage 2 pupils make careful observations and measurements and record them using diagrams, drawings, tables and charts. Year 6 pupils use words and diagrams most effectively to communicate their understanding of the pollination process of flowering plants.
169. Key stage 1 pupils have an excellent knowledge of living things, including parts of the human body and parts of flowering plants, and know what plants need in order to thrive, as recorded in their 'Green Bean' books. They also have clear knowledge and understanding of the life cycle of frogs and butterflies, and talk enthusiastically about living things seen on a recent visit to the Wetlands.

### **Good features**

170. Key stage 2 pupils demonstrate good knowledge and understanding of life processes. For example, year 5 pupils have a clear understanding of the supportive and protective purposes of the human skeleton, and year 6 pupils are particularly knowledgeable about the functions of major organs in the human body, and about pollination of flowering plants.
171. In key stage 1, pupils group materials accurately according to their properties, and understand well that materials can be changed by heating. Key stage 2 pupils describe differences between the properties of different materials effectively, and explain clearly how these differences are used to classify substances as solids, liquids and gases. They identify some contexts in which changes, such as evaporation, take place.
172. Year 1 and year 2 pupils recognise that sound and light come from a variety of sources, and name some of these sources correctly. They describe changes in light, sound and movement, which result from actions such as switching on a simple electrical circuit, or pushing or pulling objects. Year 3 and year 4 pupils link cause and effect effectively, such as a bulb not lighting because of a break in an electrical circuit. Year 5 and year 6 pupils have a good knowledge of various physical phenomena, for example, how the sun appears to change position over the course of a day.
173. All pupils understand scientific words that are appropriate for their stage of development, and use them confidently.
174. The investigative skills of key stage 2 pupils are enhanced by effective use of books, microscopes, sensors and various computing websites.

### **Shortcomings**

175. There are no important shortcomings.

<b>Design technology</b>
--------------------------

**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

176. Pupils have a good awareness of the design and technology process, which develops steadily and incrementally across both key stages. Pupils in both key stages investigate and explore artefacts and products well. They carefully design and make a range of items and then evaluate how close to the original design the items are and suggest areas for improvement.
177. Their knowledge of materials and making techniques develop well as does their skill in using a wide range of appropriate tools and components. Their understanding of health and safety issues and the importance of appropriate hygiene is a good feature of the work throughout the school.

178. Younger pupils in key stage 1 investigate and describe materials and types of food. They make choices as to their favourite and draw and label fruit identifying relevant parts expanding their vocabulary, developing good levels of discussion and making appropriate suggestions linked to their choices.
179. Older pupils in the key stage produce good designs, which they use to make puppets based on story characters. They review the class teacher's puppet and can confidently discuss and evaluate which part of the item pleased them, what changes have been made, how near the original design was it and how to improve it. Many are able to identify problems, they had in their own making process and how they sorted them out. Pupils improved their making technique, experimenting with various forms of joining, stapling, gluing and sewing. In previous work they include pulleys and axles gaining a good understanding of mechanisms and their use in models and toys. Pupils show good levels of research in school, at home and on the internet and of express their ideas and findings well.
180. Younger pupils in key stage 2 have good understanding of the projects they have been involved in. There are good informed discussions by groups about packaging, and pupils have a good understanding of its purpose. Pupils are gaining knowledge of the importance of recycling and appropriate materials to use.
181. Good links are developed with other subjects, such as science and literacy as pupils investigate and utilise circuits and electricity to make model televisions and lamps from Narnia.
182. Older pupils in key stage 2 identify different parts and materials as they investigate and design slippers. They are developing an appropriate knowledge of the language of design and making and there is good use of relevant vocabulary as they describe the parts and features of the item they are researching. Pupils are very aware of the process involved and show good progression from previous work and projects, they show good observational skills and are focussed on the task and are able to discuss their research and evaluate the prototype they have made.
183. Pupils' understanding of the part electricity and control technology plays in design technology is further developed through their fairground topic and through the use of ICT. Pupils show good levels of achievement and have developed good levels of independence as they make choices as to which materials to choose and which equipment to use.

### **Shortcomings**

184. There are no important shortcomings.

<b>Art</b>
------------

**Key stage 1: Grade 2: Good features and no important shortcomings**

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

**Good features**

185. Younger pupils in key stage 1, and throughout the school, make good use of sketch books for a range of activities. They make interesting designs for paper weaving and explore and investigate sculptures. They make good sketches to make models of their favourite animal and produce a good portrait gallery with paints and pastels. They produce interesting and imaginative artwork linked to natural materials in the environment creating a willow arch, artistic book marks and model hedgehogs to a good standard.
186. Older pupils in key stage 1 explore and investigate the materials houses are made of. They identify and discuss patterns in pictures and on buildings and offer good suggestions as to the features and their relevance and purpose.
187. Pupils are able to compare and contrast buildings, identifying possible use and so make more informed choices as to the building they would like to draw. They create good and sometimes very good sketches of religious and cultural buildings and show good levels of achievement stating their likes and dislikes.
188. Pupils show good imagination and bring in knowledge from other curriculum areas to develop their pictures. They collaborate well working in groups with good levels of concentration evident in their finished art work.
189. Pupils in both key stages are developing a good knowledge of the work of international, national and Welsh artists to good effect. Pupils also investigate and use the designs of Laura Ashley and William Morris and produce a good range of art work using a variety of materials and mediums such as charcoal, felt tip, pencil crayon and wax.
190. The pupils involvement with and appreciation of art in nature is further developed as pupils create well produced printing work linked to literature such as Anansi and the Magic Garden.
191. Younger pupils in key stage 2 show good progression in the development of their artistic skills using lines, shapes and colours. They have a good recall of facts and features and are developing keen observational skills and a good artistic vocabulary.
192. Knowledge of Welsh and international artists is enhanced through imaginative studies of local Welsh artists, such as Virginia Graham and Lowri David and Pablo Picasso. In their work on three dimensional art pupils show good achievement in the process of researching, investigating, designing and making imaginative teapots to emulate the work of the artist being studied.
193. Pupils show a good awareness of movement in art and use it to good effect as they create action models out of 'modrock.'

194. Older pupils in lower key stage 2 have a good recall of Aboriginal art. They know and can draw symbols and recognise them using the inter-active white board. Pupils show good levels of creativity interpretation and imagination describing symbolic pictures linked to dreams. Pupils show very good drawing and sketching skills as they prepare their batik work.
195. Pupils good artistic skills are evident as they produce interesting and imaginative cultural art work in a cross-curricular project linked to the culture of Kabu.
196. Older pupils progress further in their interpretation of Welsh artist using the work of Valerie Ganz and David Bellamy. Their critical skills are well developed as they make more informed choices in their evaluation of the artefacts studied.

### **Shortcomings**

197. There are no important shortcomings.

<b>Physical education</b>
---------------------------

**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

198. Year 3 pupils show outstanding features in their dance, which include excellent body awareness, supreme control and outstanding quality of movement using a variety of levels and speeds. They respond sensitively to music when performing their 'Gladiator' dance, and display dynamism and energy in their movement.
199. In gymnastics lessons key stage 2 pupils show good quality of movement with some outstanding features. Year 5 pupils show an excellent awareness of parts of the body and move energetically as they perform sequences of jumps and rolls. They collaborate well with partners or in small groups when performing mirror movements, and evaluate the performance of their peers most effectively.
200. Standards in games in key stage 2 are outstanding. Pupils at the upper end of the key stage display very good throwing and jumping techniques when practising their athletic skills. They know that they have to transfer their weight when throwing, and know of the importance of a run-up when practising long jumps. Pupils at the lower end of the key stage exhibit excellent throwing and catching techniques, and handle bats exceedingly well as they practise tennis forehand skills.
201. Pupils' physical skills are further developed in an outstanding way through numerous extra-curricular opportunities. Participation in such clubs as sports clubs, Welsh folk dancing and gymnastics extend pupils' skills very well. Competitive games against other schools, participating in displays such as the

Newport Creative Dance Festival, and competing in sports tournaments, enable pupils to extend their physical skills, and benefit socially from taking part in activities within the community.

### **Good features**

202. Year 6 pupils benefit greatly from outdoor education and adventure activities using Welsh venues to develop good orienteering and problem-solving skills.
203. All pupils understand the importance of a warm-up and a cool-down routine before and after energetic physical exercise. They have a good understanding of the effect of physical exercise on the body. In both key stages, pupils have a good awareness of safety, and use space sensibly.
204. Year 1 pupils work energetically during games sessions, and collaborate well with their peers. They demonstrate good body control especially during warm up sessions.
205. They display good ball-handling techniques and appropriate control as they dribble and bounce balls.
206. A range of secondary evidence, including photographic evidence and newspaper reports, indicates that pupils achieve sound standards in all aspects of physical education. For example, the majority of pupils learn to swim 25 metres by the end of key stage 2.

### **Shortcomings**

207. There are no important shortcomings.

<b>Religious education</b>
----------------------------

**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

208. Pupils in both key stages are familiar with stories from the Bible and can recall them effectively. Key stage 1 pupils retell the story of Zaccheus enthusiastically, and have a good knowledge of Christian festivals. In key stage 2, pupils are familiar with many Bible stories, including Jesus' miracles and parables, through their 'Bible Explorer' sessions. Across the school pupils' knowledge about Christianity is increased through visits made by local religious leaders.
209. In key stage 1 and key stage 2, pupils show a very good understanding of principles such as friendship, caring for others and respect. Year 2 pupils discuss ways of sharing effectively, and key stage 2 pupils discuss sensitively the importance of keeping in touch with relatives and friends who need us, particularly the elderly.

210. Pupils across the school know a great deal about other religions. As a result of their stimulating visit to places of worship in Cardiff Bay, year 4 pupils discuss similarities and differences between places of worship of various faiths confidently. They compare features of the local church with features of a Yemeni mosque, the Christian Lightship and the Norwegian Church knowledgeably. Other year groups in key stage 2 compare elements of Christianity and Judaism effectively, and show a good understanding of the significant signs and symbols in both religions.
211. Pupils at the upper end of key stage 2 have a clear understanding of religious beliefs through their work on religious leaders of Islam, Buddhism, Hinduism, Judaism and Christianity. They discuss effectively the responsibility that exists between man and other living creatures, as reflected in various religions. They also display mature understanding of the importance of pilgrimage in many religions.
212. In key stage 1, pupils have a good awareness of the significance and symbolism linked to food in a variety of religious traditions. For example, they compare the Jewish Shabbat and Christian Harvest Festivals. They also understand the symbolism of light in different religions, and have a good knowledge of naming and initiation ceremonies.
213. Pupils across the school have a good knowledge of the life and work of religious leaders, such as St. Francis of Assisi, Mother Theresa, Gandhi and Billy Graham. They also know about figures relating to religion in Wales, such as Mary Jones, Howell Harris and St. David.
214. Pupils in both key stages are aware of the importance of caring for the world about us. Year 2 pupils write thank you prayers and poems about the creation, and key stage 2 pupils feel that we all belong to one global family and that we should respect and look after our world.

### **Shortcomings**

215. There are no important shortcomings.

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

The staff and governors are delighted that the inspection findings portray such a positive picture and acknowledges that “Malpas is a very good school with many outstanding features” and also that it provides “very good value for money”.

We are justifiably proud of all our staff and are thrilled that the inspectors recognised the contribution of all staff in the raising of standards. We are also proud of the recognition of our pupils.

It is our aim to carry on the outstanding success recognised in this report and further develop the introduction of the Foundation Phase and Curriculum 2008, thus continuing the maintenance of the highest standards and developing our pupils' skills for a successful life ahead. Governors are well informed and fully involved in the life and work of the school and are determined the school will continue to provide a high quality education.

The progress made since the last inspection could not have been achieved without the commitment of the whole school community – teachers, parents, support staff and most importantly, the children.

The staff and governors greatly appreciate the courteous way Mr. Wormleighton led the inspection. It was highly professional, rigorous and conducted with good humour. His opinions are valued and the recommendations will be acted upon in the resulting development plan.

## Appendix 1

### Basic information about the school

Name of school	Malpas Park Primary School
School type	Nursery and Primary
Age-range of pupils	4 - 11
Address of school	Wavell Drive, Malpas, Newport
Postcode	NP20 6LE
Telephone number	01633 675900

Head teacher	Mr Gareth Gillingham
Date of appointment	01.09.1986
Chair of governors/ Appropriate authority	Mrs Sian Bates
Registered inspector	Stuart Wormleighton
Dates of inspection	09.06.2008

## Appendix 2

### 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	0	21	29	30	26	30	29	30	195

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0.6	9.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	n/a
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.4

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	n/a	95.2	91.3
Autumn 2007	n/a	94.6	95.2
Spring 2008	n/a	93.4	93.8

Percentage of pupils entitled to free school meals	2.6%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

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

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					25
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	4	72	24	
		National	0	4	13	63	20	
En: reading	Teacher assessment	School	0	0	4	72	24	
		National	0	4	14	55	27	
En: writing	Teacher assessment	School	0	0	4	96	0	
		National	0	6	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	0	64	36	
		National	0	3	10	63	24	
Mathematics	Teacher assessment	School	0	0	8	68	24	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	4	64	32	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	92%	In Wales	80.6%

- 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 2007							Number of pupils in Y6		27		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	4	52	44
		National	0	0	0	1	0	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	41	52
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	0	37	63
		National	0	0	0	1	0	2	12	52	34

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	92.6%	In the school	n/a
In Wales	74.2%	In Wales	n/a

- 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 4

### Evidence base of the inspection

A team of three inspectors spent a total of eight inspector days in the school. The head teacher acted as Nominee; and a team meeting was held prior to the inspection.

Inspectors visited and observed:

- Thirty-one lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began, and
- a representative of the local education authority, teachers, governors, support and administrative staff, the school council, the eco-council and groups of children during the inspection.

The team also considered:

- the school's self evaluation report;
- ninety-five responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection;
- documentation from the local authority; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

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

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Stuart Wormleighton Registered Inspector	Key questions 1, 4, 5 and 6. Mathematics, Design Technology and Art
Zorah Evans Team Inspector	Key questions 2, 3, and 7 Science, Physical Education and Religious Education.
Caterina Lewis Lay Inspector	Key question 4 and contributions to key questions 1 and 5
Gareth Gillingham Head teacher	Nominee Provision of information

#### **Contractor**

Evenlode Education Ltd.  
Little Garth,  
St John's Close,  
Hawarden,  
Flintshire.  
CH5 1QJ

#### **Acknowledgement**

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