

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

A Report on the Quality of Education in

**Fleur-de-Lis Primary School
School Street
Fleur-de-Lis
Blackwood
NP12 3UX**

School Number: 6762061

Dates of Inspection: 30th April – 2nd May 2007

by

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Fleur-de-Lis 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 Fleur-de-Lis Primary School took place between 30th April – 2nd May 2007. An independent team of inspectors, led by Peter Mathias, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

For **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

Contents	Page
Context	5
Summary	7
Recommendations	13
Standards	14
Key Question 1: How well do learners achieve?	14
The quality of education and training	18
Key Question 2: How effective are teaching, training and assessment?	18
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	20
Key Question 4: How well are learners cared for, guided and supported?	23
Leadership and management	26
Key Question 5: How effective are leadership and strategic management?	26
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	27
Key Question 7: How efficient are leaders and managers in using resources?	28
Standards achieved in subjects and areas of learning	29
Welsh as a second language	29
Mathematics	30
Science	31
History	32
Music	33
Physical education	34
School's response to the inspection	36
Appendices	37
1 Basic information about the school	37
2 School data and indicators	37
3 National Curriculum assessments results	38
4 Evidence base of the inspection	39
5 Composition and responsibilities of the inspection team	40

Context

The nature of the provider

1. Fleur-de-Lis is a community primary school which serves the village of the same name. It is situated in the county borough of Caerphilly, which is the Unitary Authority (UA). There are 138.5 full-time equivalent pupils on roll, including 13.5 full-time equivalent children of nursery age all of whom attend on a part time basis. Pupils come from a range of backgrounds. About half of the pupils come from homes which the school considers to be neither prosperous nor disadvantaged. Other pupils come from disadvantaged backgrounds.
2. On entry, most children have below average levels of basic skills. The school reports that 25% of pupils are eligible for free school meals, which is above the average for primary schools in the UA and the all-Wales average for primary schools.
3. About 8% of pupils have some degree of special educational needs (SEN) including five boys who have statements of SEN for a range of difficulties. No pupil has the National Curriculum (NC) disapplied. No pupil was excluded in the previous year. No pupil is 'looked after' by the UA.
4. English is the predominant language of all pupils. No pupil has Welsh as a first language. Some 92% of pupils are of Welsh extraction. No pupil has support in English as an additional language.
5. The school was last inspected in the Summer Term 2001, when the current headteacher was in post. The headteacher is also the headteacher of a neighbouring school as was the case at the time of the last inspection. During this inspection, the deputy headteacher had been absent for some time due to ill health. Another permanent member of the teaching staff is currently fulfilling her duties as an acting deputy headteacher. A temporary teacher taught this class.
6. The school holds Investors in People Status, the Basic Skills Quality Mark and Eco-School Status. The school has an appropriate set of aims, which are very wide and comprehensive.
7. The School's Mission Statement is 'Together We Achieve More' – 'Gyda'n Gilydd Cyflawnwn Fwy'.

The school's priorities and targets

8. The school's priorities for 2006-2009 are: -
- to improve assessment of pupils' work in reading, writing, oracy, science and mathematics;
 - to develop problem solving skills in mathematics;
 - to moderate reading, writing and oracy in English;
 - to continue to raise standards in Welsh as a second language;
 - to develop the use of laptop workstations to improve key skills across the curriculum;
 - to successfully introduce the Foundation Phase;
 - to continue to work towards the Healthy Schools initiative;
 - to put in place strategies for whole-school evaluation; and
 - to prepare for re-assessment in the Basic Skills Quality Mark.

Summary

9. Fleur-de-Lis is a successful school. It is well led and has made good progress since its last inspection.
10. The inspection team agrees with six of the seven judgements made by the school about the standards pupils achieve and about other areas of its work. Where the inspection team disagreed by one grade, this was because the school overestimated the quality of the care, guidance and support it provides. While there were some strong features in these areas, they were insufficient to justify a higher grade.

Table of grades awarded

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

Standards

11. Overall, the standards of achievement in subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	5%	60%	35%	0%	0%

12. Standards of achievement in lessons are close to the Welsh Assembly Government (WAG) all-Wales 2007 target of 95% to be at least Grade 3 and 65% to be Grade 2 or better.
13. The overall quality of provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
Welsh as a second language	2	3
Mathematics	2	2
Science	1	1
History	2	2
Music	2	2
Physical education	2	2

14. Many children begin school with below average basic skills. They make sound progress in all areas of learning and are ready to begin the next phase of their education. Pupils with SEN make good progress.
15. Pupils' standards and progress in the key skills are Grade 2 overall (good features and no important shortcomings).
16. In communication skills in English at both key stages, standards are Grade 2. Pupils listen, speak, read and write well in other subjects. Pupils' achievements in communication skills in Welsh are Grade 3 (good features outweigh shortcomings) as they are in bilingualism. Pupils' achievements in reading and writing in Welsh are better in KS1 than in KS2 where they have some shortcomings.
17. Pupils' skills in information and communications technology (ICT) are also Grade 2. Across the school pupils use computers confidently to write, for example, as part of their multimedia presentations in KS2 or to find out more information from the Internet. They draft, edit and print their work accurately.
18. Pupils' understanding of the significant features of their Welsh heritage is Grade 2. They have a good understanding of the history and traditions of Wales in general and of their local area in particular.
19. Pupils' personal skills are Grade 2 as are their problem solving skills. Pupils in Y5 and Y6 have very well developed skills in investigating in mathematics and in science.
20. In both key stages, pupils' creative skills are Grade 2. Pupils use their experience and knowledge well in art in other subjects. They use a wide range of media to illustrate their work.
21. Pupils co-operate willingly with other pupils and adults. They know the targets which are set for them to aim to achieve in the longer term.
22. Starting from a below average base, pupils achieved well in the end of KS1 assessments for seven-year-olds in 2006. The results indicate that the proportion of pupils who achieved the expected level (Level 2) in English was close to the UA and just below the national averages. It was a similar picture in mathematics and science. In all three subjects a high proportion of pupils achieved the higher level (Level 3). Girls out-performed boys in these

assessments in English and science and achieved similar results in mathematics. However, over time girls generally achieve higher results than boys in these assessments. In 2006 a high proportion of the boys assessed held statements of SEN. They achieved at least as well as could be reasonably expected of them. When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals, the results were below average in English and above average in mathematics and science. Over the last five years, the results of seven-year-olds in these assessments have improved.

23. In the 2006 national assessments for eleven-year-olds in English and science, the proportion of pupils achieving the expected level (Level 4) was close to the UA and just below the national average. The results in mathematics were above both the UA and national averages. A high proportion of pupils achieved the higher level (Level 5). The combined results were just below the UA and national averages. Boys and girls achieved similar results in all three subjects.
24. In 2006 the school met the targets it set in consultation with the UA for pupils to achieve at the end of KS2. These results should be seen against a background in which just over half of the boys who were assessed were on the SEN register. Compared to schools with a similar proportion of pupils entitled to free school meals, the results in English were below those of similar schools. In mathematics and science they were above those of similar schools. With the exception of 2006, the trend of improvement in these assessments over the last five years has been positive.
25. Pupils' attitudes to their lessons and the interest they show in their work are Grade 2. Pupils are well motivated, show enthusiasm for their work and are keen to do well. Across the school, pupils have positive relationships with each other and with adults. They behave well. Attendance, at 94 per cent, is in line with the school's target and well above the UA and national averages.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	60%	33%	0%	0%

26. In the lessons seen the percentage of Grade 1 and Grade 2 lessons is below the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report (2005/2006). Nationally the quality of teaching is at least good in 79% with 17% having outstanding features.
27. In the nursery and reception classes teachers understand how to plan and organise for children to receive a good range of learning experiences. However, in some lessons children are not sufficiently stimulated.

28. Across the school in the best lessons strong features include: -
- high expectation of what pupils can achieve;
 - good support and guidance which promotes pupils' confidence and enthusiasm;
 - good working relationships between adults and pupils which promote and sustain good behaviour;
 - careful planning to ensure that the lessons move forward systematically;
 - good subject knowledge and enthusiasm for what is being taught;
 - careful clear questioning techniques, which encourage pupils to think things out for themselves.
 - very good demonstrations of what pupil should aim to achieve; and
 - thorough reviews of what has been learnt in order to plan for future learning.
29. In the lessons where teaching had some shortcomings, these include: -
- insufficient emphasis on what pupils should aim to achieve in the time available;
 - missed opportunities to promote children's imaginative skills;
 - lack of thorough reviews of what pupils have gained from the lesson;
 - missed opportunities to develop pupils' bilingual skills; and
 - lessons that are too long which result in an increasing lack of interest amongst some pupils.
30. Arrangements to monitor pupils' long-term progress and achievement are good and meet statutory requirements in full. Pupils' performance in English, mathematics and science is regularly measured and the results recorded. There are some assessment procedures in place in other subjects. However, collections of pupils' work in most subjects do not include an indication of the standards pupils should achieve year on year.
31. The school meets statutory requirements in reporting to parents about their children's progress. The annual reports are detailed and give a balanced picture of pupils' achievements.
32. The curriculum meets the legal requirements of the NC and the locally agreed syllabus for religious education. It is broad, balanced and coherent. It is well planned so that pupils build systematically on what they know and can do. All pupils have equal access to what is taught. Support for pupils with additional learning needs, including those with statements of SEN is good. The school provides an education which meets the needs of all pupils well.
33. Arrangements to promote pupils' spiritual, moral, social and cultural development are good overall. Pupils have a good sense of right and wrong. Pupils take responsibility willingly and understand the importance of living and working together happily. They have very good opportunities to understand their cultural heritage and to appreciate the diversity of cultures which exist in modern society. There are well-organised opportunities for pupils to be aware of environmental issues. However, pupils' bilingual skills, particularly in KS2,

are not developed in consistent ways. Arrangements for promoting pupils' spiritual development have some strengths but also some shortcomings. While acts of collective worship meet legal requirements and are of a broadly Christian nature, opportunities are missed to encourage pupils to reflect and to recognise the existence of forces greater than their own in these situations and across the school.

34. Links with industry are good. Pupils benefit from carefully planned visits to businesses and to workshops in a wide variety of settings. The school strongly promotes equal opportunities. Pupils develop a good understanding of sustainable development and of conservation issues. Pupils' awareness of global citizenship is successfully promoted through links with children in Africa, America and Romania. There are good opportunities for pupils to develop a sound understanding of how businesses work.
35. The links with parents are effective and parents are well informed about their children's progress.
36. The quality of care, guidance and support is good with no important shortcomings. The school has a very positive ethos and every pupil is valued and included. All pupils, including those with SEN, are made to feel that they are highly valued as individuals. Induction arrangements for the early years are carefully planned and successfully implemented. There are well-established arrangements for transfer from KS1 to KS2 and with the receiving secondary school.
37. There are effective policies and procedures in place to monitor pupils' attendance, punctuality, behaviour and performance. The school's provision for ensuring pupils' well being, including child protective arrangements are comprehensive. The school has well-planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. The school promotes diversity and equal opportunities very well. It has carried out a detailed survey to produce a plan to help make improvement in access.

Leadership and management

38. The school is well led. The headteacher has successfully promoted a strong sense of teamwork and commitment to professional development. The school's mission statement is put fully into effect. All teachers give a strong lead to their areas of responsibility and to raise standards further. There are rigorous systems in place to review pupils' progress which are used successfully to set longer term targets for pupils to achieve in English, mathematics and science.
39. The school takes careful account of national and local priorities. Links with the local community and with the secondary school are strong. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are well managed. The school provides good opportunities for pupils to have a good understanding of the democratic process. Preparation for the introduction of the foundation phase is underway. There is a well-supported breakfast club. Pupils are developing a greater understanding of ecological and environmental

issues. There are well-established arrangements for co-ordinators and the senior management team to evaluate each subject's strengths and weaknesses.

40. The governing body is hard working and conscientiously discharges all of its statutory duties and responsibilities in full. It is well led. Governors are well informed about the school's needs. They successfully hold the professional leadership to account and work constructively with the headteacher. The school's finances are well managed.
41. The process of self-evaluation is thorough and strongly founded on first-hand evidence. The views of all those involved in the school are carefully considered. The self-evaluation report provides an accurate and detailed analysis of the school's strengths and weaknesses. It is closely linked to the school development plan (SDP), which is a clearly presented and effective working document. Since the last inspection in June 2001, the school has made good progress. The key issues from that inspection have been thoroughly addressed.
42. There are sufficient well-qualified teachers and support staff to meet the needs of all pupils. Their professional development is well managed. The school is clean, attractive and well maintained. The accommodation is adequate for the number of pupils on roll and is well used. Resources for teaching and learning are of a good quantity and quality and are easily accessible. Day-to-day administration is efficient and effective.
43. Bearing in mind the standards and progress made by many of the pupils by the age of eleven, often from a below average base and the quality of education provided, the school gives good value for money.

Recommendations

44. In order to improve the school in the areas inspected, the staff and the governing body need to: -
- R1 raise standards further in Welsh where currently they are Grade 3 and in pupils' bilingual skills across the school;
 - R2 extend to all classes in KS1 and KS2 the effective strategies some teachers use to promote successful teaching and learning;
 - R3 complete the process of assembling collections of pupils' work in all subjects which illustrate the standards pupils should achieve year on year; and
 - R4 provide greater and more effective opportunities for pupils to experience the spiritual dimension of life in collective worship and throughout the school.

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.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

45. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
46. Pupils' standards of achievement in the lessons observed in the subjects identified for inspection are as follows: -

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	60%	35%	0%	0%

47. Standards of achievement in lessons are close to the WAG all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better.
48. Baseline assessment indicated that achievement is generally below average.
49. The overall quality of the education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
50. In KS1 and KS2 in the subjects inspected, standards of achievement are as follows: -

Inspection Area	KS1	KS2
Welsh as second language	2	3
Mathematics	2	2
Science	1	1
History	2	2
Music	2	2
Physical education	2	2

51. In the 2006 national assessments for seven-year-olds, the proportion of pupils who achieved at least the expected level (Level 2) in English was close to the UA and just below the national average. The proportion of pupils achieving the higher level (Level 3) was above the UA and national averages. In 2006 in mathematics and science there was a similar picture. When the results in English, mathematics and science are combined, those results were above most schools in the UA and in Wales. The results for seven-year-olds in all three subjects have improved steadily in the last five years and these results have often exceeded the UA and national averages.
52. In the 2006 KS1 assessments, girls out performed boys in English and science and achieved about the same in mathematics. However, over time girls generally achieve higher results than boys.

53. When the school's results in 2006 are compared to schools in the UA which have a similar proportion of pupils eligible for free school meals, results in English and mathematics were below most of these similar schools and well below most of these similar schools in science. When these results are combined to calculate the Core Subject Indicator (CSI), the overall performance was close to those similar schools. These results are below those in the previous two years where they were above or well above most of these similar schools. In 2006, a high proportion of boys who took part in these assessments had statements of SEN. In 2006, pupils' overall achievement was at least in line with what could reasonably be expected of them.
54. In the KS2 national assessments for eleven-year-olds in English and science, the proportions of pupils achieving at least the expected level (Level 4) were close to the UA and just below the national averages. The proportion of pupils achieving the higher level (Level 5) was well above the UA and national averages. In mathematics, results were above both UA and all-Wales averages. Combined results in English, mathematics and science, the CSI, were just below the UA and national averages. Boys and girls achieved about the same in each of these subjects. In 2006, the school met the targets set in consultation with the UA. In 2006, just under half of the boys who were assessed were on the SEN register. Pupils' overall achievements were in line with what could reasonably be expected of them.
55. When these results are compared to schools in the UA with approximately the same proportion of pupils entitled to free school meals, results in English were below most similar schools. In mathematics and science results were above those similar schools. In the last five years, results in these assessments have improved except for those in 2006. Overall, the trend of improvement in these assessments has been positive.
56. Overall, pupils' development of key skills is Grade 2 (good features and no important shortcomings). In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking, listening, reading and writing are all Grade 2. Pupils speak confidently and answer questions readily. They respond to instructions willingly and appropriately. Pupils read well in English in both KS1 and KS2. Many read fluently and have a good sense of audience when they read aloud. In both KS1 and KS2, pupils read for a wide range of purposes and have good research skills, using the Internet and reference books regularly. Pupils' writing skills are well developed, for example, in music they compose their own songs. In science they write descriptively using scientific vocabulary well. In history they write lively accounts of life in Victorian schools and write in extended form to help create a book with a neighbouring school about the history of their area.
57. Pupils' achievements in communication in Welsh are Grade 3 overall, as are their bilingual skills. In KS1, pupils achieve better than they do in KS2. In KS2, pupils understand simple words and phrases and use them appropriately. In KS1, pupils read confidently in Welsh with expression. In KS2, pupils read hesitantly and some have difficulty in pronunciation. Pupils' skills in writing in Welsh are limited and pupils in both key stages do not extend their writing into more complex forms.

58. In both key stages, pupils' mathematical skills in other subjects are Grade 2. Pupils in KS1 in science count and measure how plants grow. They judge accurately how seasons change. Within KS2, pupils use their graphical skills to illustrate the length of time Tudor monarchs rule. They use their mathematical skills well to draw diagrams and to make predictions.
59. Pupils' skills in ICT are also Grade 2. Pupils in KS1 use the mouse and keyboard confidently to write and draw and to make their way through simple programs and graphic packages. They use simple charts to record their results in mathematics and science. In KS2, pupils' skills in ICT are well developed and applied successfully across the curriculum.
60. In history, older pupils compose and make multimedia presentations, for example, about the different fates of Henry VIII's wives. They research in science, for example, to find out more about the moon. Pupils use computers regularly to communicate and to store information. They draft, edit and print their work accurately.
61. Pupils' understanding of the significant features of Welsh literature, music, dance and art are Grade 2. They have a good knowledge of the history and traditions of Wales. By the end of KS2, pupils are well aware of the history of their area through, for example, their involvement in the Prince's Trust Art Competition and in the Fleur-de-Lis historical book, 'The Story of our Village.' Through a good number of visits to places of interest they have a sound understanding of some of the modern and longer established features of Welsh life. They know the main geographical features of Wales.
59. Pupil's personal and social skills are well developed and are Grade 2. Pupils have positive attitudes to adults and to each other. They work together willingly and constructively. They take on responsibilities readily and have mature attitudes .
60. Pupils' problem solving skills are Grade 2. Across the school, all pupils are successfully encouraged to think things out for themselves, for example, in science and mathematics. A particular strength is in Y5 and Y6 where pupils investigate mathematical problems and patterns in details.
61. In both key stages, pupils' creative skills are Grade 2. From an early age they use a wide range of materials to illustrate their work. They copy the styles of different artists and work creatively in music and dance.
62. Pupils work willingly together and with adults both in their lessons and in the playground. They show tolerance of each other's differences and share their resources willingly. They discuss sensibly, respecting the view of others which may differ from their own. Both boys and girls co-operate together readily and show good levels of concern for each other.
63. Pupils' understanding of how to improve their own work is Grade 2. Pupils generally know what their longer-term targets are. However, in some classes pupils are not always aware of what they should achieve in the shorter term.

64. Pupils' attitudes to learning, the interest they show in their work and ability to sustain concentration is good. Pupils are highly motivated, show enthusiasm for their work and school life, and are keen to do well. Almost all pupils work hard in lessons, concentrate well and make effective use of their time. They are eager to participate and have the capacity to work in groups and in pairs. Pupils develop increasing levels of concentration and an ability to work independently from a young age.
65. Pupils are very well behaved and respectful of each other. As a result of the high expectations set by the school, even the youngest pupils know what is expected of them. They are friendly, polite and considerate and relate well to adults. Pupils move sensibly in and around the school and demonstrate a high degree of maturity.
66. Pupils play together very well and relationships with each other are very good. Older pupils are sensitive to the needs of other pupils and the younger ones. For example, 'Playground Buddies' willingly help to resolve conflicts and ensure that no one is friendless at playtime. In discussions, pupils say, "School is a calm place". They do not regard bullying as a problem in the school and they are aware of what to do should it occur.
67. At 94 per cent, the average rate of attendance for the three terms prior to the inspection is in line with the school's target and well above the UA and national averages. Attendance is consistently good. The vast majority of pupils attend school regularly and arrive on time at the start of the school day. The Breakfast Club is very well attended. Pupils enjoy this valuable social time that provides a calm start to the day. Pupils with very good attendance are rewarded at the year-end. There is evidence that more than 70 per cent have achieved attendance above 95% this academic year. Absences are caused mainly by illness and family holidays in term time.
68. Pupils make very good progress in their personal, social, moral and wider development. Pupils co-operate well in pairs and small groups and encourage each other during lessons and at other times such as during informal meetings with the School Council and Eco-Committee during the inspection.
69. Pupils have a good understanding of equal opportunity issues because the concept is firmly embedded in the culture of the school. They have a strong sense of right and wrong. Representatives from the School Council have had the opportunity to discuss priorities with the Children's Commissioner for Wales.
70. Through their work in religious studies and geography as well as the wider experiences that the school provides, such as links with schools in America and Africa, pupils learn to understand other beliefs and cultures and demonstrate a high level of respect for those from other backgrounds.
71. Pupils have great pride in their school and are developing a sense of belonging in the local community. They are involved in community celebrations such as tree planting in the Centenary Garden. Pupils develop responsibility through their roles on the school council and in the effective 'Buddy' and prefect

systems. Pupils take their responsibilities very seriously and show great commitment

The quality of education and training

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

Grade 2: Good features and no important shortcomings

72. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
73. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	60%	33%	0%	0%

74. The quality of teaching is good or better, that is Grade 1 and Grade 2, in 67% of lessons. The quality of teaching is outstanding, that is Grade 1, in 7% of lessons. These figures are below the national picture reported by HMCI in her Annual Report (2005/2006). Nationally the quality of teaching in primary schools is good in 79% of lessons with 17% having outstanding features.
75. In the nursery and reception classes teachers have an appropriate understanding of how to plan and organise for children to take part in and enjoy a good range of learning experiences. Children settle into school successfully. Across the school, teachers generally show high expectations of their pupils. In the best lessons, teachers make these very clear and provide good support and encouragement so that the pupils approach their work with confidence and enthusiasm. Across the school there are positive working relationships between teachers and their pupils. These help to foster a positive atmosphere where pupils wish to please their teachers because they know that their efforts are valued.
76. In the best lessons, teachers plan carefully so that the lessons have a clear sense of purpose. The objectives of the lesson are explained systematically and the lessons move forward logically. Teachers question cleverly in order to encourage pupils to think things out for themselves and to solve problems by careful deduction. They make these lessons come to life and promote within pupils feelings of empathy, for example in a history lesson about evacuees. Teachers show very good subject knowledge and pass this on very effectively to their pupils.
77. In the best lessons, teachers encourage pupils to apply their skills effectively to help them learn more, for example in using the Internet and reference books. Teachers demonstrate very well what pupils should aim to achieve. They very successfully make their expectations of their pupils very clear and hold the attention of their pupils very well. They review what has been learnt effectively

at the end of these lessons and make appropriate use of this information to plan for future learning.

78. Where teaching has some shortcomings, insufficient emphasis is given to what should be achieved in the time available. As a result, pupils do not work with a clear sense of pace or purpose. Some opportunities are missed in some lessons in the early years to enrich the learning by encouraging children's imaginations. In some lessons, pupils are not given opportunities to judge how well they have achieved in their lessons. Occasionally, teachers miss opportunities to develop pupils' bilingual skills. In some instances the lessons are too long and as a result, pupils lose their initial interest and some start to become bored.
79. In English, mathematics and science, there are detailed systems for assessing and tracking pupils' achievement and progress over time. The recorded information is clear and accurate. This process successfully informs the teaching and setting of targets for improvement. The school is in the process of extending this to other subjects.
80. Children in the early years are closely monitored and the standard of ongoing assessment and recording is of good quality. The school is currently refining its assessment procedures to include strategies to monitor at an early stage the development of children's speech and language skills.
81. Tracking of individual pupils' achievements is good and gender differences are identified and suitably addressed. Pupils who are gifted and talented and who may be underachieving are also identified and well supported.
82. There are comprehensive and regular assessments for pupils with SEN. These include the advice and guidance of outside agencies, which is well used to assess the progress of these pupils.
83. Collections of pupils' work in English, mathematics and science are used effectively as assessment tools. In other subjects, these collections are incomplete. Class records demonstrating the levels pupils achieve at different stages throughout the curriculum are of a good standard but are inconsistently applied throughout the school. Pupils' work is marked regularly and positively, in accordance with the school's policy, but sometimes it does not set out clearly what pupils need to do next.
84. Statutory requirements for assessing and reporting on the National Curriculum are met.
85. Some pupils in KS2 are fully involved in assessing their progress in all subjects. In some classes in KS2, there are effective and innovative strategies in place to enable pupils to understand what they need to do to improve. This includes mechanisms for pupils to contribute to the assessment of each other's work. These approaches have not been adopted in all classes across the school.

86. Annual reports to parents about their children are detailed and parents appreciate the balanced picture given. The current reports are of a good quality and comply with statutory requirements. These reports contain the necessary comparative information on standards achieved locally and nationally. There are formal and informal opportunities for parents to discuss their child's progress with both the class teacher and the headteacher. Surveys are conducted to help to gauge parent's degree of satisfaction. Transition records are detailed and there are excellent, effective processes in place for liaison, for the pupils with statements of SEN.

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

87. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
88. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children enjoy good quality experiences in each area of learning which allow them to make good progress and achieve good standards. The school's curriculum fully complies with legal requirements of the NC and the locally agreed syllabus for religious education.
89. The school's response to pupils' learning needs is good with no important shortcomings. It reflects the needs of all pupils well by providing equal access to a broad, balanced and coherent curriculum which is well planned enabling pupils to build systematically on what they know and can do. There are good strategies within it which develop the pupils' personal and social skills, and good account is taken of their diverse backgrounds and needs. The school's specific and detailed planning provides a clear structure for teaching and learning.
90. The support for learning throughout the school is good with no important shortcomings. The SEN policy reflects the requirements of the code of practice and the additional support provided for these pupils, enables them to feel special and included. The support for pupils with sensory, physical or challenging behaviour, such as those on the autistic spectrum has significant strengths. These pupils are positively managed, effectively raising their level of achievement. The curriculum is challenging and interesting to pupils with a gift or talent and opportunities for extension are given. Support for those who have additional literacy or language needs is good and pupils' progress is monitored and reviewed regularly so that pupils often making very good progress.
91. The whole school planning and implementation of basic and key skills across the curriculum and within the subjects is good with no important shortcomings.
92. The school's promotion of equality of access and opportunity for all learners has some positive features. All pupils have the choice to participate in a very good

range of curricular and extra-curricular activities, with every child having the opportunity to achieve high standards in all areas of school life. A variety of visitors to the school enhance pupils' understanding of the world around them.

93. The high quality experiences provided ensure that pupils have the opportunity to acquire a range of social skills and develop positive attitudes that form a firm foundation for lifelong learning and development.
94. Overall, arrangements to promote pupils' spiritual, moral, social and cultural development have good features and no important shortcomings. Some aspects of pupils' spiritual awareness are underdeveloped. Pupils are not given sufficient opportunities to reflect and recognise the existence of forces greater than their own. There is a strong emphasis on personal responsibility and "doing the right thing". The whole-school and key stage assemblies are happy occasions of a broadly Christian nature that offers moral guidance and promote a strong sense of community. In discussion, pupils reflect and demonstrate concern for environmental and conservation issues.
95. Provision for pupils' moral development is good. Pupils know right from wrong and these values are positively reinforced through good strategies promoting personal and social education within the curriculum. In discussion, pupils say that they were very proud of belonging to their school.
96. Provision for pupils' social development is good and the aims of the school successfully promote positive values and attitudes. Pupils take responsibility willingly in and around the school. The efficient School Council, the 'Buddy' system, where older pupils help younger pupils, all help to develop an understanding of how to live in a community.
97. Provision for pupils' cultural development has good features which outweigh shortcomings. Very close contact with schools in Africa, America and Romania enhances pupils' understanding of each other's cultures. Planning for *Y Cwricwlwm Cymreig* is very well developed and supports pupils' knowledge and understanding of their cultural heritage. Teachers' planning includes visits to places of historical interest in Wales. This successfully encourages a greater understanding of their own country. Currently, pupils' bilingual skills are not developed consistently.
98. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have good features that enrich the life and work of the school and enhance pupils' learning experiences. Transition arrangements with the secondary school to which pupils move are good.
99. Parents are highly supportive of the school, and express satisfaction with the aims and values that the school promotes. They particularly appreciate the sense of community it fosters. Many give freely of their time supporting school activities and in fund-raising for the school. For example, the parents' association organises many social and fund-raising events which enhance links

with the local community and provide the school with a valuable source of additional income.

100. There are good links with the local community and with local industry. The school has established a number of very useful links with business and with partner professionals. They help to raise pupils' awareness of the world of work and further strengthen the school's links with the community. Pupils in KS2 gain first-hand experience and understanding of electrical engineering through visits to local factories. The church, police and emergency services support the school's personal and social education programmes. These links effectively broaden and enhance pupils' understanding of the world around them.
101. The school's partnership with industry is very good. The school has a good industry policy. Four teachers, including the headteacher, have benefited from industrial placements that enhance their professional development and support their teaching and management skills. Pupils benefit from carefully planned visits and workshops that have resulted in interesting work. Pupils' experiences include working with scientists, engineers and theatre groups on science days. Their work, for example, in literacy, history music and ICT is enhanced through working with authors, poets and musicians and the Fleur-de-Lis History Society. Pupils use their skills to produce the school newspaper.
102. Older pupils develop team-building skills through the annual residential visit to the Isle of Wight where they experience a range of outdoor pursuit activities. They benefit from professional sports coaching for example in hockey and golf through the school's link with 'The Dragon Sports' initiative. The school benefits materially from its links with industry for example in sponsorship for many events through a major oil company. Pupils are successful in commercially sponsored competitions.
103. The school strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities.
104. Pupils develop a very good understanding of sustainable development and an awareness of conservation issues through recycling and compost projects in the school and in the community. Pupils care for the environment and make it attractive, for example, they willingly work in 'John's Garden', which is dedicated to the former caretaker and chair of governors.
105. Their good awareness of global citizenship is raised through their pen pal links with a school in America as well as their involvement in international appeals for children in Africa and Romania.
106. Opportunities for pupils to develop skills required to support economic development are very good. All pupils have the opportunity to take responsibility by undertaking monitor roles. Pupils help to raise money for good causes. The school council and eco committee develop pupils' understanding of decision-making. Older members learn about business and develop their entrepreneurial skills through, for example, successfully running the school fruit tuck shop.

Visits and role-play activities are used effectively to develop skills in the Early Years and in KS1.

107. The school attends very well to national priorities for lifelong learning and community regeneration. Projects to help parents support their children's learning have been running successfully for several years and are open to parents and other family members. Through these, several parents have gained accreditation and have returned to school on placements leading to employment in other schools. In discussion during the inspection, parents say the sessions are valuable and they feel better able to help their children with their learning. Community groups such as the youth club and the history society use the premises in the evenings. Pupils in turn see adults as life long learners. Pupils are involved in community events such as the Cenotaph service on Remembrance Sunday. They go out into the community to entertain at the local nursing home and Senior Citizen Club and to support charities such as the Tenovus Lovelight Service.

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

Grade 2: Good features and no important shortcomings

108. Overall, the findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This was because the school overestimated the quality of the care, guidance and support it provides. While there were strong features in these areas, they were insufficient to justify a higher grade.
109. Pupils are very well cared for guided and supported in a very supportive and happy environment. The school has a positive ethos and every pupil is valued and included.
110. The school has positive partnership with parents. Communication with parents through a variety of ways is effective. The school website is updated weekly and, together with regular newsletters, keeps parents well informed about events and topics being taught. There is good daily informal contact. Sessions to help parents support their children's learning are well attended and beneficial. Parents feel better able to support their children. Parents' views are sought through questionnaires and the school responds positively to concerns.
111. A small number of adults provide valuable support in the classroom and with out of school activities. Teachers give generously of their time to run a summer school
112. Induction arrangements for the early years are carefully planned and implemented. The separate Early Years brochure is addressed to the children and provides parents with very useful information and guidance. Effective procedures, including a 'Buddy' system, are in place to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life.

113. There are well-established transition arrangements from KS1 to KS2 and with the receiving secondary school. The procedures for the transfer of pupils with very significant learning difficulties to the special school are major strengths. Y6 pupils are involved in cross-phase projects in English, mathematics, science, French and in joint competitions. The schools share initiatives such as 'Thinking Skills' and teacher expertise. During the inspection, staff from the comprehensive school presented prizes for the French competition and representatives from Y7 to Y10 of the School Council (including some former pupils) put on a performance to dispel fears of moving on to the next stage of education. They identified themselves as 'Buddies' who will help them settle into their new classes in Y7. There are very close links with the Outreach Service.
114. The school provides high 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.
115. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils have responsibilities through the school council and as playground buddies as well as house captains to help to resolve conflicts. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models.
116. Pupils' attendance and punctuality is carefully monitored. The school works very closely with the Educational Welfare Officer (EWO) with a small number of families that give concern. Pupils with excellent attendance are rewarded. Pupils are keen to be in the winning house. Good attendance is celebrated at the weekly achiever's assembly.
117. Pupils' behaviour is closely monitored and when required action is also taken to support pupils who have poor attendance records. Arrangements to encourage pupils to behave well are extremely effective. This is evident in high standards of pupils' behaviour. There have been no exclusions in the last four years.
118. The school has achieved the 'Healthy Schools' award and promotes health and fitness for pupils well through a wide range of extra curricular activities, outdoor pursuits and fruit tuck shop. The Breakfast Club provides a good start to the day and healthy options are available at lunchtime. Through a range of initiatives, pupils understand the need for exercise and a balanced diet, leading to a healthy lifestyle. They are successfully encouraged to practice what is good for them. They appreciate the out of school sports clubs and agree that 'the food in school is good'.
119. The adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies. There is a comprehensive health and safety policy: risk assessments are systematic and all staff are alert to issues relating to the well being of pupils. There is an appropriate policy and suitable procedures for child

protection. The headteacher and his deputy are the nominated officers: teachers and support staff are fully aware of their responsibilities and there is a named link governor.

120. Overall, the quality of provision and support for pupils with additional learning needs has good features with no important shortcomings. Early identification of pupils with SEN is good, leading to purposeful support. The school's policy is comprehensive and complies with the code of practice and the framework for inclusive education. Good use is made of outside agencies such as the educational psychologist, speech and language therapist and the inclusion service, supporting pupils requiring further diagnostic assessment.
121. The integration and support of pupils with physical, sensory and communication disorder, such as those on the autistic spectrum, is good with outstanding features. The annual reports and reviews for pupils on the Code of Practice for SEN meet statutory requirements. Through the expertise and consistency of caring staff, pupils make good and often very good progress. The special educational needs co-ordinator (SENCo) is extremely efficient liaising with all staff including the governor with responsibility for SEN. Individual language support is provided for groups of underachieving pupils and these pupils make good progress. There is very good provision to enable those with disabilities to play a full part in the life of the school.
122. Targets, in individual educational programmes (IEPs) are stated in observable, measurable terms, can be clearly monitored and are reviewed appropriately. The work within the classrooms is suitably modified to meet their needs and ability, with extension activities for the more able being set in teacher's planning. Parents are fully consulted regarding their child's SEN status through good communication arrangements and they are fully involved in their child's education.
123. The school's behaviour management programme is positive and effective. It is based on the positive recognition of pupils' achievements and success. Good provision is in place for pupils who are at risk of exclusion and the school liaises well with the relevant outside agencies.
124. The school has well-planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school. There are effective policies for areas such as bullying, disability, fire prevention and Internet access. There is an accessibility plan that takes account of the school site and buildings, which is based on a detailed survey.
125. There is an active school council, which is committed in line with the School's Councils (Wales) Regulations 2006. It meets regularly. Its views are actively sought by the leadership of the school and these are given serious consideration.
126. The school has been successful in supporting pupils. For example, the School Council have been involved in the 'Tackling Bullying' project. In discussion,

pupils say that misbehaviour or incidents of bullying are not tolerated and teachers deal very quickly with concerns. They value the playground buddies and the suggestion boxes which are available for them to use if they have any worries.

127. The school promotes diversity and equal opportunities very well. A very good range of activities is provided for pupils through personal and social and religious education which enables them to develop an understanding of diversity and equal opportunities. The school's disability equality scheme and action plan is detailed with clearly defined outcomes. There are arrangements for the governing body and headteacher to regularly review progress in this area.

Leadership and management

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

Grade 2: Good features and no important shortcomings

128. The findings of the inspection team matched the judgements made by the school in its self-evaluation.
129. The school is well led. The headteacher has successfully promoted a strong sense of teamwork amongst all staff where the professional development of individuals is a priority. The school's mission statement is put into full effect. All professional staff work hard to give a positive lead to their areas of responsibility and to raise standards further. They willingly participate in determining with the senior management team the priorities for future development. They evaluate what the school does well and where there are areas for improvement. The acting deputy headteacher works closely and effectively with the teaching staff to develop teaching strategies and organisations in order to improve standards. For example, he has been closely involved in improving the school's procedures to set individual targets for pupils to achieve by teaching and developing techniques to take account of the different ways in which pupils learn.
130. There are detailed and effective arrangements in place to assess pupils' longer-term progress in English, mathematics and science and to judge whether or not pupils are making enough progress. Arrangements to assess the standards pupils should achieve in other subjects are less well established, but the school has begun to address these.
131. The school takes careful account of national priorities and local initiatives. There is a well-supported breakfast club. The school council is active and provides all pupils with a good understanding of the democratic process. Preparation for the introduction of the Foundation Phase has begun. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are well managed and effective. Pupils are encouraged successfully to be aware of ecological and environmental issues and to appreciate the importance of living healthy lifestyles. The school recognises its

responsibilities to promote bilingualism in teaching and learning but has not developed consistency in its approach to this initiative. There is a very strong and mutually beneficial partnership with the local secondary school to which most pupils transfer and with colleges and institutions of higher education. Performance management is well established and all staff are aware of their targets for improvement. These targets are appropriately matched to the SDP.

132. There are effective arrangements in place for the headteacher and the subject co-ordinators to review the quality of teaching and learning at first hand and to evaluate the progress of initiatives they are pursuing. Carefully constructed proformas are used consistently across the school to assist in this process. The information these provide is well used to identify the longer-term needs of the school and to help set priorities for improvement.
133. The governing body is hard working and conscientious. It is well led. Governors are well informed about the standards pupils achieve and about the general life of the school. Governors are regular visitors to the school. The school has an effective 'governor of the month' arrangement so that all governors are able to judge at first hand the outcomes of decisions, which they have made previously. Governors successfully hold the professional leadership to account and work constructively with the headteacher.
134. The school's finances are carefully managed. Governors show a very good understanding of how to ensure that purchases provide best value for money. Spending decisions are reviewed regularly. The governing body meets all of its statutory requirements in full.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team matched the judgements made by the school in its self-evaluation.
136. The process of gathering together information about the performance of the school and in identifying the school's strengths and weaknesses is thorough. The process takes full account of the views of all involved in the school. All staff are well informed about their areas of responsibility and have contributed to the process. The views of pupils and parents, as well as governors, have been considered. Considerable time has been spent in meeting with all staff and the governing body to reach a consensus on where the school has strength and areas for development and also in shaping the document.
137. The school self evaluation document is very well constructed and is closely linked to the evidence base from which judgements are made. It is also closely related to the SDP, which is also carefully set out and is well used as a working document to prioritise and promote school improvement. The SDP is accurately focused on the needs of the school and contains costings and detailed ways of judging its success. There are also well-established cycles in place to link

school improvement to performance management procedures and priorities, and to the school budget. There has also been effective provision of time for teachers during the taught week to plan, prepare and assess.

138. The inspection team agrees with the school's identification of its strengths and weaknesses. The inspection team also agrees with six of the seven judgements made by the school in its self-evaluation. Where the inspection team disagreed by one grade, this was because the school overestimated the quality of the care, guidance and support it provides. While there were strong features in these areas, they were insufficient to justify a higher grade.
139. Since the last inspection, the school has made good progress in addressing the key issues of that inspection. Generally standards in subjects have improved. However, although standards in music are good, standards have fallen because the school no longer receives the additional support it had at the time of the last inspection when much of the teaching in music was carried out by specialist peripatetic teachers as part of a UA initiative.
140. The role of the deputy headteacher has been successfully extended and subject co-ordinators now provide effective leadership in their areas of responsibility. Good use is now made of national assessment data to help to raise standards further. Registers are completed efficiently and accurately. Rates of attendance have improved.

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

Grade 2: Good features and no important shortcomings

141. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
142. There are sufficient well-qualified teachers and support staff to meet the needs of all pupils. The school has a good teacher-pupil ratio.
143. The school secretaries, catering staff, lunchtime supervisors, caretaker and cleaners carry out their duties efficiently and effectively. The standard of cleanliness within the school is high and the outside areas are free from litter.
144. The school building is in very good state of repair for its age. The accommodation is adequate for the number of pupils on roll. The school utilises the accommodation very well. There is an ICT suite, library areas for both key stages and a newly added environmental classroom and garden. Throughout the school, attractive and informative displays in classrooms and shared public areas celebrate pupils' achievements and enhance the learning environment.
145. The quality and quantity of resources for all subjects are very good. There are well-used interactive white boards in each classroom.

146. Good economic, efficient and effective use is made of available resources. The recent addition of an environmental classroom and garden enriches pupils' awareness of the world around them.
147. Day-to-day administration is effective and efficient. The caretaker works hard to maintain the school in good order. Lunchtime support staff contribute well to the orderliness and good behaviour on the playgrounds and in the dining area.
148. The management, training and deployment of teaching and support staff have some significant strengths and these impact on the quality of learning. All adults work together as an efficient team.
149. Teacher's training needs are carefully identified through very thorough staff development procedures which are closely linked to teachers' performance management arrangements. The professional development programme for teachers is managed effectively and the range of training contributes very well to realising the priorities identified in the SDP.
150. Bearing in mind the standards and progress made by many of the pupils by the age of eleven, often from a low base, and the quality of education provided, the school gives good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

151. In both key stages, pupils' use of Welsh to answer the attendance and dinner register is good. Pupils speak with intelligible pronunciation, listen attentively and respond appropriately to instructions. KS2 pupils interact and initiate conversation and by the end of the key stage a few, routinely use and understand a range of words and use simple phrases well.
152. Pupils in KS1 understand simple words and phrases and use them appropriately to question their partners, for example about the colours of various items of clothing. They sing and enjoy a variety of rhymes and songs increasing understanding and use of key vocabulary. KS2 pupils describe the weather, talk about likes and dislikes in food, respond appropriately to questions about clothes and use the correct words to explain their feelings correctly.
153. KS1 pupils read and understand words in everyday use displayed in the classroom, in their course books and around the school. KS1 pupils read with increasing confidence, some with noteworthy expression. In KS2, some pupils read and understand phrases in course books and worksheets well. Some

pupils' ability to read and recite 'Gweddi 'r Arglwydd' with correct pronunciation develops with increasing confidence.

154. Written work in both key stages has good features which outweigh shortcomings. KS1 pupils copy and understand phrases about themselves and write about the weather. KS2 pupils write simple dialogue in the context of a recently taught pattern such as information about themselves and their sporting activities.

Shortcomings

155. Overall, pupils' reading skills are underdeveloped in KS2.
156. Pupils' independent writing skills are underdeveloped in both key stages.

Mathematics

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

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

Good features

157. Younger pupils in KS1 use the skills they have in counting effectively, adding together numbers within 10 and applying the rules of addition and subtraction to simple money problems. Older pupils count accurately within 100. Younger pupils recognise and use ordinal and cardinal numbers quickly. Older pupils in KS1 order three digit numbers accurately and have a good appreciation of place value. They use correct vocabulary when interpreting number sentences.
158. Within KS1 younger pupils tell the time accurately and use 'five past' and 'five to' appropriately. They know the sequence of days, weeks and months and record the days of the week accurately.
159. Younger pupils in KS2 estimate sensibly when measuring. They place objects in logical order according to their size. They use 'shorter' and 'shortest' well when sorting by size. They use non-standard units of measure appropriately. They place symbols correctly to identify directions to take from a series of instructions. Older pupils in KS1 measure accurately using standard units. They recognise the properties of two- and three-dimensional shapes, such as a pentagon and hexagon.
160. Within KS2, younger pupils accurately carry out simple calculations. They recognise and add together simple fractions. They see simple patterns and sequences in numbers. They apply their knowledge of number to carry out calculations in other subjects, for example, in finding the length of time in which Tudor monarchs occupied the throne. Older pupils in KS2 record information well in a variety of different graphical forms. They measure accurately using

metric units readily and appropriately. Within Y5 and Y6, pupils calculate areas and perimeters of regular and irregular shapes. They recognise the properties of different angles and name those angles correctly.

161. In number, older pupils in KS2 calculate well using brackets to identify parts of a numerical expression. They simplify these expressions logically. They understand how to use different methods to calculate an answer when adding and subtracting, multiplying and dividing. They organise information and find solutions to problems by sorting into sets and by utilising set theory confidently. They draw column and line graphs and then interpret information the graphs express; they identify and understand the meaning of 'median', 'mode' and 'mean'.
162. Older pupils in KS2 recognise more complex number patterns. They know how to identify prime, square and triangular numbers. They calculate quickly the square root of smaller numbers.

Shortcomings

163. There are no important shortcomings.

Science

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

164. Pupils make very good progress in gaining knowledge and understanding of materials and their properties, physical and life processes, living things and the communication of science. Throughout both key stages, pupils have very good investigative skills and these are enhanced by their confident use of ICT in research and to analyse information.
165. Pupils' investigative skills develop exceptionally well and this has outstanding features. KS1 pupils investigate the best material to keep 'Santa Claus' warm in winter and which surface is the most successful at reducing the speed of toy cars. Pupils predict, observe, measure and explain their results appropriately.
166. KS2 pupils investigate very carefully whether time has an impact on the rate of a pulse when exercising. They apply scientific knowledge well, review their work and evaluate ways of improving their data. In discussion, pupils reason and communicate the link between regular exercise and diet in promoting and maintaining a healthy life-style.
167. Across the school, pupils have a very good knowledge of life-processes and living things such as in human beings, animals and plants. Pupils in KS1 independently research mini-beasts such as spiders, woodlice and ladybirds and confidently use ICT to sort them by their key features. KS2 pupils develop a very good understanding of the functions of the parts of a plant, explain well

the process of photosynthesis and know that a plant requires nutrients, water and warmth.

168. In discussion, pupils correctly identify what has to be kept constant during an experiment and have a very good understanding of why experiments and tests have to be fairly based. KS1 pupils apply this knowledge well in their investigation on whether the size of a seed influences its growth. KS2 pupils know the difference between reversible and irreversible changes and confidently explain the link between solids, liquids and gases.
169. Pupils' understanding of physical processes develops very well and pupils' application of this knowledge is very good. In their work on forces, KS1 pupils investigate and accurately measure the impact of various surfaces on the distance a car travels. In discussion, KS2 pupils' understanding of the earth and beyond has important strengths. They know how seasons occur and make daily observations and predictions about the shape of shadows on the earth as the relative position of the sun changes.
170. All pupils are developing very good scientific vocabulary and use it appropriately when recording. KS2 pupils are very aware of the practical contribution that science makes to society and through many visits to local industries understand its impact on their daily lives.

History

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

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

Good features

171. Pupils in KS1 know how to ask historical questions, for example, when interviewing visitors about the holidays they took a long time ago. Pupils in KS1 know that their holidays today are in some ways the same as they were in the 1960s and in other ways very different. They know how they themselves have changed since they were small. They place a series of pictures about the 'The Great Fire of London' in the correct sequence. They write a simple diary account of 'The Fire' as though they were Samuel Pepys recording what he saw.
172. Pupils in Y2 know about the lives of Florence Nightingale and of William Morgan. They compare the household artefacts they see on their visit to Rhyd-Y-Car Cottages at the Museum of Welsh Life with those in their own homes. They compare the 'Ty Bach' attached to one of the cottages with their own bathrooms.
173. Within KS2, younger pupils know about the order of the major events which occurred during the Tudor period. They appreciate how the Tudors maintained law and order, and treated rogues and vagabonds. They know how their own

kitchens compare to those in Tudor times. They contrast their own clothes with those worn by the rich and the poor in the 16th Century.

174. Older pupils have a good understanding of what life was like in Victorian Britain. They know the main events which took place to change their previous rural locality into a thriving mining community. They understand that the techniques of deep mining in the area were dangerous. They analyse newspaper reports and long-term statistics to show the increase in deaths in mines as the mining industry expanded between 1870 and 1879. They carry out a detailed study of information available from gravestones in the local area and from the Pengam Parish Register. Through visits locally, they built up an accurate picture of life in their own area during that time. As a result of an extensive whole-school project linked to the school's centenary celebrations, pupils have a very good understanding of the major events which have taken place since it was built.
175. Within Y5 and Y6, pupils study at first-hand World War II artefacts and appreciate the impact of the war on ordinary people's ways of life. They study the experiences of evacuees and the reasons why decisions were made to move children away from industrial areas to the countryside. Some pupils relate their own experiences of being evacuated from their homes during the inspection because of a fire close by to the experiences of children during World War II. They appreciate that bombing was used in a strategic way to prevent resources going to the war effort.

Shortcomings

176. There are no important shortcomings.

Music

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

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

Good Features

177. In both key stages, all pupils sing a wide variety of songs, hymns and rhymes in English and Welsh with enthusiasm. They have a good understanding of the musical elements of singing and respond very well to change of pace, dynamics and rhythm.
178. Pupils in KS1 sing and write songs such as, 'Our school has lots of History', for the Centenary Celebration and sing it with clear diction and expression during school assembly. KS2 pupils research, write and sing their song, 'Overcrowded School', with impressive confidence, performing before an audience from the local community.
179. In KS1, pupils' performing skills develop appropriately. They play a range of tuned and un-tuned instruments, keeping a steady beat whilst following a pictorial score and conductor with increased accuracy and confidence. KS1

pupils, using their favourite musical instruments, compose and perform their 'Stalagmite' music.

180. In KS2, performing and composing skills develop well. Groups of KS2 pupils focus their listening skills on elements such as tempo, rhythm, pulse and timbre, confidently composing an accompaniment to a well-known song. They define musical elements such as texture, beat and ostinato and readily apply this knowledge to their composition.
181. Throughout the school, pupils' appraisal skills are developing well. KS1 pupils listen attentively to their own and others' music and are able to define likes and dislikes. KS2 pupils listen and carefully appraise different types of music such as 'Atmospheres' by Ligeti and other KS2 pupils readily recognise well-known pieces such as 'The Nutcracker Suite'.
182. *Y Cwricwlwm Cymreig* features significantly in music throughout the school. KS2 pupils describe the features of Welsh musical instruments such as the harp and the whistle pipe and explain and communicate the traditions of the unique aspect or traditions of such instruments as the harp.

Shortcomings

183. There are no important shortcomings.

Physical education

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

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

Good features

184. Pupils in both key stages know and understand the importance of regular health related exercise. Younger pupils in KS1 know that their heart rate increases as a result of warming up exercises. Older pupils in KS2 know the importance of regular exercise in a healthy lifestyle. In both key stages, pupils put out and put away their equipment independently. They show appreciation of the importance of working safely when using the equipment. They work energetically when engaged in exercise.
185. Pupils' knowledge and understand of the skills of physical education are well developed. Pupils in KS1 use space cleverly when avoiding each other in small games. They practise the skills of throwing a beanbag accurately at a target. They concentrate hard as the task becomes more demanding. They carefully control a ball with their feet and they follow a route with it around a series of objects with increasing accuracy. They extend their ball control skills to involve hockey sticks in order to accomplish the same task. They show increasing confidence and co-operation as they practice and compete against each other.

186. In KS2, pupils apply effectively the skills they have learned previously in more demanding situations. They apply their hand and eye co-ordination well when learning the skills of batting, bowling and fielding in cricket. They use a variety of pushing and striking skills when learning the techniques needed to play hockey and golf. Older pupils learn and apply the rules of team games such as soccer, netball and rugby. They know how to compete fairly and to try hard. They take part in athletics and achieve success in competitions at local level. They know the benefits of personal fitness, which they gain from these activities.
187. In both key stages, pupils develop good gymnastic skills. Younger pupils in KS1 move confidently using different parts of their body such as their elbows and feet. They build simple sequences of movement, working at different levels and change pace and direction appropriately. Within KS2, pupils build longer sequences of movements well and show good quality control, positions and postures.
188. Older pupils create and perform imaginative dance sequences well, for example interpreting the story of a river or when creating expressive Chinese dance movements.
189. Across both key stages, pupils review and evaluate their own effort and those of others realistically. They suggest sympathetically ways in which individuals could improve their performances.
190. Pupils swim well, showing confidence and competence. By the end of KS2, many pupils swim unaided.

Shortcomings

191. There are no important shortcomings.

School's response to the inspection

The Governing Body, headteacher and staff welcome the inspection report and are very pleased with its positive outcomes.

We are proud that this positive report states that Fleur de Lis is a successful school which gives its pupils a good start in their education. It highlights the majority of pupils fulfil their potential and are well prepared to move on to their next stage of learning. We agree with the inspectors' judgements that the school has a positive ethos and every pupil is valued and included and we also agree that the school achieves good value for money.

The report clearly demonstrates the improvements which have been made since the last inspection, notably that standards in subjects have improved and subject co-ordinators now provide effective leadership in their areas of responsibilities. These improvements are a testament to the vision, teamwork and hard work from staff, pupils and governors. We are also pleased that the report highlights that the quality of provision for pupils with special needs is a strength of the school.

The school would like to thank the inspection team for their professionalism, fairness and the courteous way in which they undertook the inspection. Their overall attitude and approach ensured there was a rigorous examination of the school.

As well as the many positive features identified within the report, the report also makes clear those areas on which we must focus in order to meet the high expectations we have set ourselves. We will address the need to ensure continuity and progression in the development of pupils' bilingual skills, to continue to raise standards in Welsh Second Language and to disseminate the good practice evident in some classes throughout the school.

We will strive to achieve our goal of 100% of our teaching to be at least good in quality.

Fleur de Lis Primary School is not complacent and will work conscientiously to meet the recommendations put forward by the inspection team. The staff are confident that they can work together with pupils, governors and parents to implement the recommendations during this academic year and over the next few years. A copy of the school's Action Plan in response to the inspection report's recommendations will be sent to all parents. The Governors' Annual Report to Parents will also report in detail on the progress we are making on the report's recommendations.

Appendix 1

Basic information about the school

Name of school	Fleur-de-Lis Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	School Street Fleur-de-Lis Blackwood
Postcode	NP12 3UX
Telephone number	01443 830539

Headteacher	Mr Edward Berry
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mr Dewi Lloyd
Registered inspector	Mr Peter Mathias
Dates of inspection	30 th April – 2 nd May 2007

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	13.5	12	16	18	15	23	24	17	132.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0.5	5.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	6.7:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	95.6	89.9	92.5
Autumn 2006	93.5	95	94.5
Spring 2007	93.3	95.1	94.2

Percentage of pupils entitled to free school meals	25
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 2006			Number of pupils in Y2:		16		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	6	11	0	50	33
		National	0	4	12	64	20
En: reading	Teacher assessment	School	6	11	0	39	44
		National	0	4	14	56	26
En: writing	Teacher assessment	School	6	11	0	67	17
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	6	0	11	50	33
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	6	6	6	50	33
		National	0	2	10	63	24
Science	Teacher assessment	School	6	6	6	39	44
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	77.78	In Wales	80.9

D Indicates pupils who have been disapplied under sections 364 or 365 of the Education Act 1996
W Indicates pupils working towards level 1 (teacher assessments only)

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		15					
Percentage of pupils at each level										
			N	D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	25	31	38
		National	1	0	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	13	38	44
		National	1	0	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	13	31	50
		National	1	0	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and English			
by teacher assessment		by test	
In the school	62.50	In the school	74.3
In Wales	74.3	In Wales	

N Indicates pupils not awarded a level for reasons other than disapplication
D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary & Recommendations Contributions to Key Questions 1 and 2 Key Question 5 Key Question 6 Appendices
Mrs Caterina Lewis (Lay Inspector)	Contributions to Key Question 1, 3, 4 & 7
Mrs Julie Jones (Team Inspector)	Contributions to Key Questions 2, 3, 4 & 7
Mr Edward Berry (Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

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

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