



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Newbridge-on-Wye CIW School
Newbridge on Wye
Llandrindod Wells
Powys
LD1 6LD**

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by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Newbridge-on-Wye CIW School

Newbridge-on-Wye Church in Wales Primary School is in the town of Newbridge-on-Wye in Powys local authority. There are 113 pupils between the ages of four and eleven years old on roll. Pupils are taught in four mixed-age classes.

Approximately 14% of pupils are eligible for free school meals. This is lower than the average for Wales, which is 19%. The school identifies around 17% of its pupils as having additional learning needs, which is slightly lower than the national average of 21%. Nearly all pupils are of white British ethnicity and nearly all speak English at home.

The school was last inspected in February 2011. The current headteacher has been in post since September 1995.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Newbridge-on-Wye Church in Wales Primary School is a safe and happy place where all pupils are valued and cared for. The school provides strong, caring leadership and promotes effective team working amongst staff, governors and pupils. All teachers and adults promote positive behaviour and they treat all pupils with dignity and respect. They have high expectations of pupils. As a result, nearly all pupils, particularly those with additional learning needs, make good progress in their learning.

Pupils, staff, governors, parents and carers are very proud of their school and its achievements. Nearly all pupils influence school improvement through committees and pupil groups. As a result, they develop into confident, ambitious and ethically informed citizens.

Most pupils start school with skills at the expected level for their age and nearly all make good progress. The quality of teaching is good and teachers plan lessons that are creative, interesting and stimulating. They use the outdoor learning environment well to enhance and engage pupils throughout the school. The school promotes pupils' understanding of their Welsh culture and heritage well through its curriculum and activities.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Plan for pupils to apply their skills in meaningful and practical real-life contexts
- R2 Monitor more closely the impact of distributed leadership team initiatives on pupils' standards

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

Most pupils enter the school with skills, knowledge and understanding at the expected level for their age. Most make good progress as they move through the school, including those with additional learning needs and more able pupils.

Nearly all pupils listen carefully to their teacher and to their friends during group and class discussions. Throughout the school, nearly all pupils speak confidently and use increasingly complex subject-specific vocabulary to communicate their thoughts and ideas. Most pupils make steady progress in developing their use of the Welsh language and use their skills appropriately beyond formal Welsh lessons.

Nearly all reception pupils form their numbers correctly and develop a sound understanding of place value. By Year 2, most count on and back in ones and tens, using a range of mental strategies. Nearly all measure accurately in centimetres and they apply their measuring skills to calculate the distance between alien planets successfully. By Year 4, nearly all pupils convert measurements confidently and use decimal notation to record their findings correctly. They apply their skills successfully to draw coal shafts of different depths to scale and calculate the width of the bell pit according to the depth of the mine. Most pupils in Year 6 use a wide range of strategies to solve number problems and discuss mathematical processes confidently and clearly. For example, they calculate the amount of water used by the average household over the course of a week. However, their understanding of the use of mathematics in practical, real-life contexts is less well developed.

Throughout the foundation phase, most pupils develop sound ICT skills and access a suitable range of applications with confidence. Many create bar charts, for example, to show what kind of house they live in. They use tablet computers to support their learning well. In Year 4, most pupils use many applications and programmes successfully. They record promotional videos for a theme park and produce informative posters on endangered animals. By Year 6, nearly all pupils communicate with their peers regularly by email. They share memories to produce presentations based on shared experiences of a residential visit to the Elan Valley. Most pupils create complex databases, for example when comparing land area and population of African countries. However, the use of spreadsheets to interrogate and analyse data is less well developed.

In the foundation phase, many pupils develop their early reading skills effectively. In Year 2, many read fluently and re-tell stories confidently. They discuss their favourite characters enthusiastically. Nearly all use their phonics skills successfully when reading unfamiliar words. By Year 6, nearly all pupils make good progress in the development of their reading skills. Most read with fluency and expression and express enthusiasm for their books. They talk with confidence about plot and character. Throughout the school, most pupils read Welsh books and texts effectively.

Many pupils write with imagination and flair. Most develop their writing skills purposefully across a wide range of genres. Pupils in Year 2 write imaginative

stories that incorporate elements of The Three Little Pigs and The Three Billy Goats Gruff skilfully. In Year 6, many pupils use creative phrases to add interest to their writing and to engage the reader. More able pupils produce mature, extended writing, for example when writing a newspaper report on Banquo's death in Macbeth. Pupils in Year 6 apply their Welsh writing skills across other curriculum areas. They describe rainforest animals in Welsh and use suitable vocabulary and sentence patterns to communicate their ideas.

Many pupils develop their creative skills purposefully. They use their imagination and creativity to design and create interesting and colourful floral displays when competing in an annual wheelbarrow design event.

Wellbeing and attitudes to learning: Good

Nearly all pupils have enthusiastic attitudes to learning. They feel safe and secure in school, and engage well in tasks. In relation to their ages and stages of development, nearly all pupils sustain concentration and persevere for extended periods. As a result, many achieve high standards, particularly when producing extended pieces of writing. Many pupils in key stage 2 engage purposefully in their tasks and show a mature attitude to their work, for example when preparing their thoughts for an argument for and against building the dams in the Elan Valley. Nearly all show respect for one another's contribution and work well in collaboration with others.

Pupils' attendance is a strength of the school. Nearly all pupils enjoy school and undertake activities with confidence and maturity. They behave exceptionally well in lessons and around the school. They are extremely courteous and polite to each other, to staff and to visitors. Nearly all pupils know who to turn to if they feel worried or upset.

Nearly all pupils respond positively and generously to fund-raising events. For example, they organise well-attended coffee mornings to raise money for charity. An established link with a school in Uganda, to which pupils write letters and send photographs at regular intervals during the school year, is successful in developing their understanding of life in other countries

Nearly all pupils take on additional responsibilities willingly in the wide variety of school committees, where they develop a very good understanding of formal committee structures. These groups help pupils to contribute effectively to the smooth running of the school and ensure that pupils have an influence over important decisions. For example, the healthy school committee promotes healthy living successfully as they monitor lunch boxes, produce informative posters about hidden sugar in popular drinks and arrange the annual sports day activities. As a result, most pupils understand the need to eat and drink healthily. The safety committee raises pupils' understanding of road safety and they work purposefully alongside the community speed-watch group to improve safety on the adjacent trunk road. Digital leaders play an important role in the school. For example, they give guidance to other pupils to develop their ICT skills in coding and animation successfully and their work supports the development of pupils' ICT skills effectively.

Teaching and learning experiences: Good

The quality of teaching is good. Teachers and other adults have high expectations of all pupils and they model language diligently. They know their pupils' needs and abilities well and intervene at appropriate times to provide support, particularly to the less able and emotionally vulnerable. This nurturing ethos ensures that nearly all pupils make good progress.

In nearly all classes, staff build supportive working relationships with pupils and create a productive learning atmosphere. They place a high priority on promoting pupils' wellbeing. Nearly all teachers and adults promote positive behaviour purposefully and they treat all pupils with dignity and respect.

Teachers plan and prepare interesting lessons that engage and motivate nearly all pupils to do their best. They have a sound understanding of the requirements of the curriculum and use this information to plan practical, stimulating and rich experiences, which develop pupils' as confident and creative individuals. They plan activities thoroughly for pupils of different abilities and ensure an appropriate level of challenge that engages pupils' interest and enthusiasm. They use a range of methods skilfully and link their lessons effectively to previous learning. Teachers plan effectively to develop pupils' literacy and numeracy skills systematically. Opportunities for pupils to apply their literacy and numeracy skills across the curriculum are comprehensive and purposeful, but pupils do not always have enough chances to learn real life skills.

Teachers' verbal and written feedback to pupils is effective. It helps pupils to understand what they do well and what they need to do to improve. In nearly all lessons, teachers identify clear learning objectives and focused success criteria that enable teachers and pupils to assess their own work and that of others accurately. Most older pupils collaborate very effectively with their assessment partners to use success criteria to assess their own and their partner's written work. As a result, nearly all pupils make positive progress in their learning.

Teachers in the foundation phase have a secure understanding of how young pupils learn. They maintain a stimulating learning environment inside the classroom and beyond. Throughout the school, access to the outdoor learning environment is well established, and teachers use the provision well to support purposeful opportunities for pupils to apply their skills and understanding in different contexts. For example, pupils in the foundation phase apply their measuring skills competently to design and plan a zoo on the yard. The balance between adult-led and pupil-led learning is appropriate. This means that pupils develop independence and confidence successfully.

Teachers plan rich opportunities for pupils to perform in the school and the local community. These opportunities develop pupils' creative skills very well. The school uses the local community and areas in Wales purposefully to enhance opportunities for pupils. For example, good links with the local church and the Royal Welsh showground provide pupils with a sense of belonging. The provision for the Welsh language and the promotion of bilingualism is a developing feature of the school. Nearly all staff use Welsh effectively in everyday routines and most pupils respond positively, showing an enthusiasm for the language.

Care, support and guidance: Good

All staff ensure that there is a calm atmosphere in the school at all times. This creates a secure learning environment that enables nearly all pupils to make good progress.

The school has very effective procedures to track and monitor pupils and these have a significant impact on pupils' progress and wellbeing. Staff know their pupils very well and they have robust arrangements for assessing pupils' attainment and achievement. They review all pupils' achievements regularly to help them to identify targets for individual pupils. Support staff work in partnership with teachers to implement a wide range of relevant intervention programmes effectively to improve attainment and wellbeing successfully. This enables pupils to make consistently good, progress.

Nearly all pupils with additional learning needs have comprehensive individual educational plans. These include ambitious and achievable individual targets that teachers review regularly with parents. As a result, they make good and often very good progress.

The school has well-embedded procedures to keep parents informed through newsletters, an informative website and termly open evenings. The school invites parents and carers to attend useful workshops to share school practice.

After-school clubs and extra-curricular activities such as the cookery and the digital club, provide a range of opportunities for pupils to develop a variety of creative skills. The school provides a good variety of opportunities to perform at school and in their local community. This develops their self-confidence and their understanding of their community effectively. Daily acts of collective worship, based on the 'value of the month', develop the pupils' understanding of tolerance and respect effectively, and reinforce the school's Christian values of care and tolerance.

The school has appropriate procedures for promoting eating and drinking healthily through the support of the pupils' 'Healthy Committee'. Teachers provide a range of purposeful opportunities to develop pupils' fitness, such as netball and the daily mile at lunchtime. Visits from individuals, including the community police officer, teach pupils about the dangers of substance misuse and the dangers of using the internet. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher provides effective and supportive leadership. She has a clear vision that focuses on developing ambitious, capable learners in a caring and Christian ethos. The headteacher, supported skilfully by her deputy, shares the school's vision successfully with staff, governors, parents and carers. This reinforces the strong ethos of teamwork that exists in all aspects of the school's life.

The dedicated and enthusiastic teachers show a strong commitment to promoting continuous and sustained improvements by coming together to discuss important matters regularly and plan together purposefully. Support staff are well qualified to

support teaching and learning. All members of staff are clear about their roles and carry out their responsibilities diligently. Leaders share responsibilities sensibly among the staff, organised into four curriculum area teams. All staff contribute productively to the work of the team and they monitor provision regularly. Outcomes inform the school's self-evaluation report and leaders identify clear and relevant targets for improvements. However, strategies to measure the impact of targets on standards achieved by pupils are less well developed.

Leaders undertake a regular cycle of purposeful monitoring activities. They gather and analyse a wide range of first-hand evidence and, as a result, they have a good understanding of the school's strengths and areas for improvement. Pupils contribute meaningfully to the school's self-evaluation and improvement processes through the work of pupil groups. For example, pupils have worked in partnership with governors to review the school's complaints policy.

There is a clear link between the outcomes of the self-evaluation procedures and the development plans. The school identifies suitable areas for development and has a strong record of bringing about improvements. For example, leaders have successfully implemented a number of strategies to develop pupils' phonic skills. As a result, most pupils apply their phonic strategies successfully to develop reading skills successfully.

Professional learning activities link well to performance management outcomes, individual development needs and school priorities. Teachers work closely together to share ideas and learn from each other. However, the opportunities for staff to learn from the good practice in other schools are more limited.

The governing body is supportive and challenging. Governors have a sound knowledge of the school's strengths and areas for improvement. They analyse a range of information and hold the school to account effectively. The headteacher and governors collaborate efficiently to manage the school's budget, staff and accommodation. The new building provides a stimulating learning environment for pupils. Staff use this well-designed facility skilfully to engage pupils and meet their learning needs effectively. The recent purchase of electronic tablets is having a beneficial impact on pupils' standards in ICT.

Leaders manage resources successfully to support pupils and to meet their needs and the priorities of the school's development plan well. The school makes effective use of the pupil development grant to raise standards of literacy and numeracy.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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