

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

A report on the quality of education in

**Ysgol Gymraeg Casnewydd
Hartridge Farm Road
Newport
NP18 2LN**

School number: 6802314

Date of inspection: 1 February 2010

by

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Introduction

Ysgol Gymraeg Casnewydd 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 Ysgol Gymraeg Casnewydd took place between 01/02/10 and 03/02/10. An independent team of inspectors, led by Rhiannon Harris 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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 **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ysgol Gymraeg Casnewydd is located on the eastern fringes of the city of Newport in a building built for the purpose in 1993 and is maintained by Newport Education Authority (LEA).
- 2 The catchment includes the city and a number of its surrounding areas, including Magor. The school states that most of its pupils come from a background which is neither prosperous nor economically disadvantaged and that the small number who come from underprivileged backgrounds changes from year to year. They represent the full range of ability.
- 3 Some 15.8% of pupils are entitled to receive free school meals, a figure that is lower than the local and national averages. It is stated that 59 pupils, some 14.5%, have special educational needs (SEN). None of them holds a statement of SEN.
- 4 Approximately 2% of pupils come from homes where Welsh is the language of the home and some 70% speak Welsh to first language level. There are 7% from ethnic minority origin. One pupil was excluded during the previous 12 months.
- 5 Currently, there are 406 pupils on the school's roll, a figure that includes 45 part time nursery children. The number of pupils has risen slightly since the previous inspection. They are divided into 17 classes of pupils of the same school age. The school currently employs 21 teachers, including the headteacher, and two part time teachers.
- 6 The headteacher was appointed to her post in 1998.
- 7 The school was last inspected in March 2004. Since that time a new deputy head was appointed in April 2005.

The school's priorities and targets

- 8 The school's priorities are to:
 - ensure that all pupils are fully skilled in literacy and numeracy;
 - promote and develop Welsh and English bilingualism by promoting dual skills;
 - give each pupil the opportunity to develop to his/her full potential in all aspects of the curriculum;
 - offer equal opportunities to each pupil, whatever their gender, religion or race;
 - encourage respect towards other people, to respect their own property and that of others;
 - emphasise the importance of good behaviour, courtesy and demeanour to all pupils at all times;
 - encourage each child to be independent, creative and curious through developing their thinking skills, their ability to process information, their ability to reason and to inquire and evaluate, and
 - provide a happy and secure learning environment which is full of care for the pupils and the staff.

- 9 The school's priorities for this year are to:
- develop an awareness of young children's working and playing patterns ('schema') and extend the continuous provision of the Foundation Phase to Y1 and Y2;
 - develop opportunities to extend the skills framework throughout the curriculum, including the creative skills;
 - raise the standards of reading and writing in Y3;
 - raise attendance and punctuality levels;
 - apply for the Basic Skills Agency's Quality Mark;
 - develop further the 'close the gap marking' and peer marking strategies, and use the INCERTS programme to track pupils' progress;
 - extend the information and communications technology (ICT) provision;
 - introduce the social and emotional aspects of learning (SEAL) scheme to the school's teaching procedures and further develop the school's inclusive ethos;
 - revisit coordinators' responsibilities and train new coordinators, and
 - develop the school's grounds to include a garden, an area for digging and climbing equipment.

Summary

- 10 Ysgol Gynradd Gymraeg Casnewydd is a good school with many outstanding features. The outstanding quality of the leadership provides a clear direction to the school's work and promotes high standards. In a school community which is based on equality and inclusion, rich curricular opportunities and caring guidance are provided. Pupils enjoy their school life and share teachers' high expectations. The quality of teaching is consistently good and often outstanding, and is a strong element in the high standards achieved.
- 11 The team agrees with the school's judgement on the seven key questions in its self-evaluation report.

Table of grades awarded

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

- 12 The overall quality of the provision for children under five years of age is appropriate to their needs and children make good progress towards the outcomes of the Foundation Phase.
- 13 Throughout the key stages, pupils of all abilities, including those with SEN, make outstanding progress, succeed in achieving the aims agreed for them and achieve their potential. The school provides very effectively for a range of pupils.
- 14 In teachers' national curriculum (NC) assessments at the end of key stage 1 (KS1) across the last three years, the percentage of pupils who achieve level 2, which is the level expected of pupils at seven years of age, is substantially higher than the average results for the LEA and whole of Wales in mathematics and science. In Welsh, the percentage is consistently higher than national averages over the last three years. In using a comparison with English results in English medium schools, the school's results in Welsh are substantially higher than county averages. The core subject indicator (CSI) which is a combination of pupils' achievements across the three core subjects is also higher than county and national averages.
- 15 In comparison with other schools with similar entitlement to free school meals, the school's results in KS1 over the last three years have been consistently in the highest quartile in Welsh and the CSI, and in the second quartile in mathematics in 2007 and 2009 and in science in 2009. In comparison with schools in the same family, the school's percentages are higher than the family's averages in the three core subjects and in the CSI. In 2009, 10% of the pupils attained level 3 in Welsh, 21% in mathematics and 24% in science. These percentages are lower than those for 2007 and 2008 when an average of around 40% of the pupils attained level 3 in the three subjects.
- 16 In key stage 2 (KS2), results over the last three years show that the percentage of pupils that achieve level 4, which is the level expected of pupils at 11 years of age, in English, mathematics, science and the CSI is consistently higher than county and national averages. The school's percentages in Welsh are also consistently higher than national averages in Welsh and county averages in English.
- 17 In comparison with schools in the same free school meals group, the school's results in KS2 have been consistently in the highest quartile across the last three years in Welsh, English, mathematics and the CSI, but in 2007, it was in the second quartile in science. In comparison with schools in the same family, the school's percentages are higher than the family averages in the four core subjects and the CSI. In 2009, 44% of the pupils achieved level 5 in English, 41% in Welsh and 59% in mathematics and science.
- 18 Pupils respond well to the school's procedures to ensure that both boys and girls attain high standards.
- 19 The progress and standards of children under five in the key skills of language, the use of numeracy and ICT are good. Pupils in KS1 have good skills in language and ICT but there are outstanding aspects in their use of numeracy skills. In KS2, pupils' progress and standards are good in Welsh and ICT skills but are outstanding in numeracy and English.
- 20 Pupils' bilingual skills are an outstanding feature. Learners develop increasing fluency in both languages, and the ability to use information in one language and

- write or speak about it in the other. Pupils' creative skills and their problem solving skills are also outstanding.
- 21 Across both key stages, pupils respond effectively to a variety of assessment for learning strategies to ensure they understand the task and are ready to move forward to the next stage. Pupils know the language and numeracy targets which have been set for them in discussion with the teacher, and are fully aware of what they need to do in order to improve their work.
- 22 Pupils' attitudes towards their learning and the interest they have in their work are good, and often outstanding. Pupils' personal and social education (PSE) skills and their understanding of equality and diversity are outstanding. The outstanding progress made by children under five and pupils in both key stages in their skills of working independently set a sound foundation for lifelong learning. The school and eco councils develop responsible attitudes very effectively.
- 23 Pupils' behaviour and attitudes are outstanding. They respond outstandingly to teachers' high expectations, and to strategies for reinforcing positive behaviour that are a part of school life.
- 24 Over the last three terms, pupils' attendance rates are satisfactory at 91.6%. This percentage is lower than local and national percentages for 2007-2008. Termly percentages are affected by the high level of pupils who take their holidays during term time.
- 25 Children under five years of age develop a very good awareness of the world of work through role play and pupils in KS1 and KS2 from the experience of working with an animation company and other local companies. Their entrepreneurial skills are developing very effectively through selling fruit at break times and produce from the school garden. Pupils are very aware of the importance of healthy eating and sustainability.

The quality of teaching and learning

Grades for teaching

- 26 The quality of teaching in the lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33.3%	66.7%	0%	0%	0%

- 27 These figures are substantially higher than the national picture in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2008-2009, namely that the overall quality of the teaching in primary schools in Wales is good or better (Grade 1 and Grade 2) in 85% of lessons and outstanding in 17%. The quality of teaching is a strong element in the high standards achieved by pupils.
- 28 The teachers and support staff have established an outstanding working relationship with the pupils. They have very high expectations of all pupils. Teachers' subject knowledge is sound and continuously developing. This is a basis for established procedures for sharing good practice and an essential part of the school's ethos. This is an outstanding feature of the provision.
- 29 Where teaching is outstanding, there is joint planning in partnership with the pupils and structured opportunities for pupils to work together and independently. A range of stimulating activities and direct experiences is organised and very

effective use is made of assessment for learning strategies. Obvious progress can be seen in pupils' learning and in their ability to take ownership for their learning.

- 30 Where teaching is good, lessons are planned thoroughly, ensuring that they link meaningfully with previous learning and subsequent lessons. Lesson objectives and outcomes are shared effectively, pupils are given very good language models and the instructions for activities are clear and concise. The balance of the lesson structure and the appropriate pace ensure that pupils remain on task, and some pair and group work has been well focussed and managed. Intervention by teachers or support staff is well timed to support and extend pupils' efforts.
- 31 The school has clear and comprehensive policies for marking and assessment, and the effective assessment procedures meet statutory requirements.
- 32 Work is marked regularly and positive comments are given to pupils' efforts across the school and throughout the curriculum. The 'two ticks and a star' strategy is used precisely and consistently when marking the core subjects, to reinforce the achievements and to identify specific aspects which can be improved. A range of assessment for learning strategies is established in lessons throughout the school.
- 33 The ability of pupils throughout the school to evaluate their own and each other's work in lessons is outstanding. They receive opportunities to consider their own work effectively through learning diaries and 'close the gap marking'. They take a proactive role in the process of assessing their work and setting personal targets with the teachers.
- 34 Teachers and support staff work together effectively to continuously assess the work of children under five in order to monitor their progress towards the Foundation Phase outcomes in the six areas. Work of pupils in KS1 and KS2 in the core subjects is assessed in detail each term. Results are recorded in order to track pupils' progress throughout the school, and realistic and ambitious targets are set for each pupil. Assessment information is used meaningfully to direct teachers' planning.
- 35 Annual reports to parents conform to statutory requirements. They are of an outstanding quality and provide detailed and purposeful comments for parents on their child's achievements and standards of work in all the NC subjects and religious education. Targets are regularly set for the way forward in all the core subjects and general targets, and during the autumn term, parents are given opportunities to revisit these with their child's teachers.
- 36 Equal access is provided to a broad, balanced and relevant curriculum for the areas of learning under five, the NC for pupils in KS1 and the new curriculum for pupils in KS2. All statutory requirements are satisfied. The school ensures very good coherency and progression. Careful planning for the under fives' curriculum ensures that the Foundation phase is presented very effectively. There is detailed planning to extend the continuous provision according to the Foundation Phase principles into KS1. Project work for the new KS2 curriculum is planned which develops pupils' knowledge, understanding and skills very well.
- 37 There are good policies and procedures for developing the key skills and the focus on developing literacy and numeracy skills is of a high standard. Good

experiences are provided to promote ICT skills. Very successful emphasis is placed on developing learners' thinking skills, problem solving skills and their skills in working independently through the 'Philosophy for Children' and 'Learning to Learn' strategies.

- 38 Bilingual skills are promoted outstandingly and excellent attention is paid to developing pupils' awareness of the Cwricwlwm Cymreig. The provision for education about other cultures is an exceptional feature and pupils' awareness of the importance of inclusion, equality and respect for diversity is outstanding across the curriculum as well as in specific events such as the annual Multi-cultural Week.
- 39 Learning experiences are enriched outstandingly by a variety of visitors and visits. A wide range of extra-curricular visits are arranged outside school hours, including computers, music and sports, that contribute outstandingly to pupils' social development and promotes their Welsh.
- 40 A complete PSE programme is arranged to include circle time and aspects that permeate the whole curriculum. Daily collective worship provides well for pupils' spiritual development, and the moral messages permeate through all the school's provision.
- 41 The curriculum reflects national priorities such as education for sustainable development and global citizenship outstandingly. There is a clear emphasis on restoring, re-using and recycling and not wasting energy. Through the school's partnership with the charity Health Help International, children's rights receive a high profile.
- 42 The school's partnerships are successful and include outstanding features. The school's partnership with the secondary school is of a very high standard and the procedures for transferring pupils are outstanding. The school's very positive partnership with other schools in the family contributes to the development of a range of initiatives. Partnerships with higher education establishments are also outstanding.
- 43 Parents express satisfaction of the school's objectives, the pupils' achievements and the caring ethos. The information provided for the parents of children who are to start in the nursery class is good. Many parents help with school activities, and the parent teacher's association (PTA) is very committed to maintaining a full programme of social events and fund raising. There are outstanding features to the school's partnership with the community.
- 44 Opportunities for developing pupils' awareness of the world of work and enterprise is a very strong element of the educational provision, including a range of visits and links with local businesses, and experience of working with an animation company, managing the fruit shop, selling produce from the school garden and producing T-shirts and a magazine.
- 45 Care arrangements at the school have been planned in detail and very effectively. The school is a caring community where pupils feel secure. Outstanding use is made of welfare services and agencies in order to help all the pupils, including those with SEN.

- 46 The provision for pupils with SEN is effective. Needs are identified early, and the support provided by the support teacher and the assistants ensures that pupils make good progress according to their individual ability and circumstances.
- 47 Procedures for monitoring behaviour at the school are outstanding, and there are effective measures to eliminate oppressive behaviour. Policies for equal opportunities and racial equality have been soundly established. The school monitors attendance and punctuality thoroughly. The school's procedures for monitoring pupils' work are comprehensive, thorough and very useful.
- 48 The school ensures the well-being of each pupil. Child protection arrangements are managed effectively and are familiar to all who work in the school.
- 49 The school pays careful and thorough attention to health and safety aspects. Numerous current and comprehensive policies are implemented. Risk assessments are undertaken carefully for school visits and field trips. The school encourages pupils to keep healthy through promoting physical activities and healthy eating.
- 50 The school is accessible to pupils with physical disabilities, and planning to ensure that they are not under any disadvantage is good.

Leadership and management

- 51 The school has agreed aims and objectives that promote equality for all and are reflected in all aspects of the school's work. The headteacher gives a very clear sense of direction to the school's work and promotes high standards. Her commitment to ensuring a school community where each individual receives the same opportunity, and where everyone respects each other and treats each other with courtesy and kindness is an outstanding feature of her leadership.
- 52 She receives outstanding support from the deputy and the senior management team (SMT), and the coordinators undertake their work effectively and conscientiously. There is a clear sense of working together as a team which is characteristic of the leadership and management of the school.
- 53 The school gives full consideration to national, county and internal priorities, and the school development plan (SDP) is a clear and purposeful document which sets challenging targets and aims. Staff training needs are constantly monitored, and this promotes continuous professional development and contributes extensively towards the quality of the teaching, the curricular provision and the learning. There is a clear link between the SDP and the self-evaluation report.
- 54 Members of the governing body fulfil their duties conscientiously and work well with the headteacher to help set the strategic direction of the school. Governors meet statutory requirements fully.
- 55 A culture of self-evaluation is well established at the school. Leaders and managers use a range of methods in order to gather information on the school's performance. These include a detailed analysis of teachers' assessment results of the CC at the end of both key stages, monitoring planning, lesson observation and discussing pupils' work, and discussions between the teaching and support staff on the school's provision in relation to the seven key questions in the inspection framework. Parents' opinions were contributed effectively through a questionnaire, and governors have focussed on specific aspects as part of a

continuous programme of work. The contribution of the school council to the self-evaluation process is an outstanding feature.

- 56 The SDP is a strategic document that identifies a comprehensive number of relevant priorities, including national, local and internal priorities. There is a clear link between these and the self-evaluation process. The detail, procedures, initiatives, targets and methods of monitoring highlight a clear focus that ensures effectiveness.
- 57 The progress made by the school since the last inspection is good.
- 58 There is a good supply of staff, who update their knowledge and skills through regular relevant training. Their expertise is shared very effectively to enrich the curricular provision. Curriculum leaders contribute very effectively to the development of their subjects, and support staff work outstandingly with teachers to fulfil their responsibilities.
- 59 The school makes outstanding use of the building which is comparatively new and in a very good condition. It provides excellent teaching space in the classrooms and the areas outside them, in the hall, the library and in the music room. The nursery and reception rooms provide an attractive place to plan valuable learning experiences for the children under five and outstanding use is made of the school's outdoor area. Each class has direct access to the outside area.
- 60 There is an outstanding range of resources to support the curriculum, and the use made of them is very effective.
- 61 Use of the budget is monitored regularly and effectively by the headteacher and the governing body.
- 62 Considering the contribution of the outstanding teaching, the outstanding development of the curricular provision, the caring ethos, leadership and management's clear focus on raising standards and the effective use of an outstanding supply of resources, the school provides very good value for money.

Recommendations

- 63 In order to continue with the progress the school has made since the previous inspection, the governing body and staff need to:
- R1 maintain the current good and outstanding standards;
 - R2 continue to share the outstanding teaching and assessment practices that exist at the school;
 - R3 continue to extend the successful procedures of the Foundation Phase to Y1 and Y2, and
 - R4 raise pupils' attendance levels.

Aspects of these recommendations are referred to in the school's current SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 64 The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
- 65 The overall quality of the provision for children under five years of age is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 66 Throughout the key stages, pupils of all abilities make outstanding progress and succeed in achieving the aims agreed for them. They respond well to the provision for the needs of a range of pupils and they achieve their potential. Pupils with SEN make good progress and more able pupils respond well to the additional challenge given them and achieve outstanding standards. Pupils succeed whatever their background and at the upper end of KS2 they are ready to move forward to the next step in their education.
- 67 In teachers' NC assessments at the end of KS1 across the last three years, the percentage of pupils who achieve level 2, which is the level expected of pupils at seven years of age, is substantially higher than the average results for the LEA and whole of Wales in mathematics and science. In Welsh, the percentage is consistently higher than national averages over the last three years. It is not possible to compare the school's Welsh results with local averages as, until very recently, this was the only Welsh-medium school maintained by the LEA. In using a comparison with English results in English medium schools, the school's results in Welsh are substantially higher than county averages. The CSI which is a combination of pupils' achievements across the three core subjects is also higher than county and national averages.
- 68 In comparison with other schools with similar entitlement to free school meals, the school's results in KS1 over the last three years have been consistently in the highest quartile in Welsh and the CSI, and in the second quartile in mathematics in 2007 and 2009 and in science in 2009. In comparison with schools in the same family, the school's percentages are higher than the family's averages in the three core subjects and in the CSI. In 2009, 10% of the pupils attained level 3 in Welsh, 21% in mathematics and 24% in science. These percentages are lower than those for 2007 and 2008 when an average of around 40% of the pupils attained level 3 in the three subjects.
- 69 In KS2, results over the last three years show that the percentage of pupils that achieve level 4, which is the level expected of pupils at 11 years of age, in English, mathematics, science and the CSI is consistently higher than county and national averages. The school's percentages in Welsh are also consistently higher than national averages in Welsh and county averages in English. In comparison with schools in the same free school meals group, the school has been consistently in the highest quartile across the last three years in Welsh, English, mathematics and the CSI, but in 2007, it was in the second quartile in science. In comparison with schools in the same family, the school's percentages are higher than the family averages in the four core subjects and the CSI. In 2009, 44% of the pupils achieved level 5 in English, 41% in Welsh and 59% in mathematics and science.

- 70 In 2009, boys' performance is better than that of the girls in Welsh and science in KS1. In KS2, there is no difference between the comparative performance of boys and girls in mathematics and science, but in Welsh and English, boys' performance is better. Pupils respond well to the school's procedures to ensure that both boys and girls attain high standards.
- 71 The progress and standards of children under five in the key skills are good. The development of children's language skills is good in the nursery and reception classes, and all activities and play situations, including role play, are used effectively to ensure that children develop language patterns that are relevant to school life. They develop a knowledge of vocabulary for colours, shapes, numbers and fruit. Numeracy and ICT skills are good overall, and children use them regularly in their lessons and in other activities. Children under five develop good ICT skills when using computers to play language and number games and to take photographs. They practice their numeracy skills regularly in songs and rhymes, as well as in practical activities.
- 72 In the key skills in KS1, pupils' standards in speaking, listening, reading and writing are consistently good. They develop increasingly good speaking skills, using the correct terminology across the subjects. The majority read a range of books fluently and confidently according to their ability, and develop good writing skills in a range of various contexts across the subjects. The standards of KS2 pupils' key skills in both languages are good and often outstanding. They succeed in discussing purposefully in pairs and groups, read a range of books fluently, and write in a number of registers across the curriculum, showing a good understanding of adapting language for a specific context
- 73 Pupils' numeracy skills in KS1 are good, but there are outstanding aspects to KS2 pupils' progress and standards in their numeracy skills. Pupils in both key stages make regular use of numeracy skills across the subjects, including graph work, symmetry, creating tables, handling data, drawing up time lines and using standard and non-standard measurements. Pupils' progress and standards in ICT is good across both key stages. They regularly use their skills in specific activities and during lessons throughout the curriculum. Key stage 1 pupils show good control skills as they direct the Bee-bot on a grid, and use the digi-blue camera to take photographs of their activities.
- 74 Pupils' bilingual skills are an outstanding feature. Children under five, the majority of them from non-Welsh speaking backgrounds, grasp the language quickly. Throughout both key stages, they develop increasing fluency in both languages. The majority of KS2 pupils can read information in one language and write or speak about it in the other as needed.
- 75 Pupils' creative skills are outstanding. The range of media used in their art work across the school shows the high standard of their creativity. They display good skills in their musical and gymnastics work, and there is an outstanding standard in a range of creative writing genres in KS2.
- 76 Pupils' problem solving skills are outstanding in both key stages. Pupils in KS1 show excellent skills in devising a specific hinge for the windows in the three little pigs' house. Pupils in KS2 can explain several ways of solving mathematical problems to their peers.
- 77 Across both key stages, pupils respond effectively to discussions on the lesson objectives and to strategies that encourage them to reflect on their learning at the

end of a lesson. They respond outstandingly to a variety of assessment for learning strategies used to ensure that they understand the task and are ready to move forward to the next stage. Pupils know the language and numeracy targets that have been set for them in discussion with the teacher, and are aware of what they need to do in order to improve their work. The consistent 'two ticks and a star' marking procedure ensures that they are fully aware of their strengths and which specific aspects need improvement.

- 78 Pupils' attitudes towards their learning and the interest they have in their work are good, and often outstanding. They succeed in concentrating well, although a small minority of individuals are sometimes restless during teachers' presentations. They work enthusiastically, using their time effectively.
- 79 Pupils' PSE skills and their understanding are outstanding. Older pupils are given opportunities to take good care of the younger ones and of the school environment. Children under five develop good skills in working independently, in self-sufficient activities arranged for them and in taking ownership for daily tasks in the class. Pupils in both key stages make good progress in their independent learning skills across a range of activities in different subjects. This lays a good foundation for lifelong learning. The school and eco councils develop responsible attitudes very effectively.
- 80 Pupils' understanding of equal opportunities principles are outstanding and can express their ideas eloquently. They have a very sound awareness of the importance of respecting diversity in the world and in their own community as a result of many strategies adopted by the school including 'Philosophy for Children' and the Multi-cultural Week.
- 81 Pupils' behaviour and attitudes in the classroom and around the school are outstanding. They respond outstandingly to their teachers' high expectations, and to the procedures for reinforcing positive behaviour that are a part of school life. They respond with enthusiasm to praise in the 'golden square' for good work and behaviour. They are welcoming to visitors, and courteous to each other and to adults in the school. Pupils' excellent behaviour has a positive effect on the teaching and learning and on school life in general.
- 82 Over the last three terms, pupils' attendance rates are satisfactory at 91.6%. This percentage is lower than local and national percentages for 2007-2008. Termly percentages are affected by the high level of pupils who take their holidays during term time. Parents are aware of their responsibility with regard to punctuality at the beginning of the day, and only a few pupils arrive late.
- 83 Children under five years of age develop a very good awareness of the world of work through role play. Pupils in KS1 and KS2 develop an appropriate understanding of the world of work from the wide range of visits and visitors to the school. They benefit from the experience of working with an animation company and other local companies. Their entrepreneurial skills are developing very effectively through selling fruit at break times and produce from the school garden. They have experience of producing T-shirts and the school magazine.
- 84 Pupils are very aware of the importance of healthy eating and sustainability, and how these aspects can affect the quality of their lives in the future. They understand that it is essential to reduce waste, conserve energy, to care

for themselves and the environment and to cut down on the use of water.

The quality of education and training

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

Grade 1: Good with outstanding features

85 The findings of the inspection team agree with the school's judgement given in its self-evaluation report.

86 The quality of teaching in the lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33.3%	66.7%	0%	0%	0%

87 These figures are substantially higher than the picture nationally in HMCI's Annual Report for 2008-2009, that the overall quality of the teaching in primary schools in Wales is good or better (Grade 1 and Grade 2) in 85% of lessons and outstanding in 17%. The quality of teaching is a strong element in the high standards achieved by pupils.

88 In the Foundation Phase, the quality of teaching is consistently good, and across both key stages it is consistently good with a third of the lessons displaying outstanding features. The quality of teaching of pupils with SEN is consistently good and there is effective support for those who have been withdrawn.

89 The teachers and support staff have established an outstanding working relationship with the pupils. Regular praise is given for good efforts and work which promotes pupils' progress very effectively. They have very high expectations of appropriate behaviour in the classroom and outside on the yard. Through the teaching, all pupils, including those with SEN, are given every opportunity to develop to their full potential, and the stereotyping of boys' and girls' roles is regularly challenged.

90 Teachers' subject knowledge is sound and developing continuously due to their commitment to a comprehensive and structured programme. Lessons are planned thoroughly, ensuring that they link meaningfully with previous learning and the subsequent lessons. This is an outstanding feature of the school's provision.

91 Where teaching is outstanding:

- there is joint planning in partnership with the pupils;
- there are structured opportunities for pupils to work together and independently;
- a range of stimulating activities are arranged that are managed particularly well;
- there is a wealth of direct experiences;
- very effective use is made of assessment for learning methods and relevant opportunities for pupils to assess each other's work, and
- there is obvious progress in pupils' learning and in their key skills and their thinking skills.

92 Where teaching is good:

- lesson objectives and outcomes are shared effectively and the key skills in question are discussed;
 - pupils are given very good language models;
 - instructions for activities are clear and concise;
 - the balance of the lesson structure and the appropriate pace ensure that pupils remain on task;
 - pair and group work has been well focussed and managed, and
 - intervention by teachers or support staff is well timed to support and extend pupils' efforts.
- 93 The school has clear and comprehensive policies for marking and assessment, and the effective assessment procedures satisfy statutory requirements.
- 94 Work is marked regularly and positive comments are given to pupils' efforts across the school and throughout the curriculum. The 'two ticks and a star' strategy is used precisely and consistently when marking the core subjects, to reinforce the achievements and to identify specific aspects which can be improved. A range of assessment for learning strategies is established in lessons throughout the school, including thumbs, traffic lights, thinking-pairing-sharing and diamond ranking which promote pupils' abilities to take ownership of their own learning.
- 95 The ability of pupils throughout the school to evaluate their own and each other's work in lessons is outstanding. They receive opportunities to consider their own work effectively through learning diaries and 'close the gap marking'. They take a proactive role in the process of assessing their work and setting personal targets with the teachers.
- 96 Baseline assessment is used outstandingly in the reception class to set targets for the children under five. Assessment is undertaken in the term that the child starts in the reception class, and the appropriate results are used to refine the short term planning and to direct the long term planning. Children who have SEN are also identified, in order to provide suitable support. Effective emphasis is placed on formative assessment in the nursery and reception classes, in order to monitor the progress of individuals towards the outcomes of the Foundation Phase in the six areas.
- 97 Work of pupils in KS1 and KS2 in the core subjects is assessed very effectively each term, and are levelled correctly according to NC criteria. Results are recorded in order to track pupils' progress throughout the school, and realistic and ambitious targets are set for each pupil. Results are used to identify those pupils who are underachieving, in order to provide additional support for them. Results of pupils' performance are regularly and thoroughly analysed in detail at the end of the key stages to direct the target setting for each cohort of pupils. Teachers in KS1 set target for the pupils, but in KS2, this process is shared jointly between the teachers and the pupils. In the foundation subjects, a level is given at the end of the year that best corresponds to the level descriptors in the programmes of study.
- 98 Other standardised tests are used annually to effectively augment the information that the school has to track pupils' development. Mathematics, Welsh spelling and reading tests are given to pupils in Y1 and Y2, and tests in Welsh, English,

mathematics and spelling are given annually to pupils in Y3-Y6. The results of these are recorded in class files in order to track the progress of individual pupils, and are analysed effectively in order to give direction to teachers' mid and short term planning and to earmark additional support for groups of target pupils. The school is developing INCERTS electronic records which facilitate the process further. Complete reading records are kept for individual pupils, and a class tracking sheet for the foundation subjects.

- 99 Core subject portfolios provide a collection of pupils' levelled and annotated work, which supports the standardising of teachers' assessment levels in these subjects. There are portfolios of work in the foundation subjects and religious education which help teachers to level pupils' work according to the NC level descriptors. The process of gathering together collections of work by children in the Foundation Phase is developing well.
- 100 Annual reports to parents conform to statutory requirements. They are of an outstanding quality and provide detailed and purposeful comments on the achievements and standards of work of pupils in KS1 and KS2 and the children under five. Targets are regularly set for the way forward in all the core subjects and general targets across the school and parents have opportunities to respond to the reports both verbally and in writing. Parents receive specific opportunities to discuss their child's progress and the targets of the previous summer during a meeting in November. 'Surgery' meetings are held in the spring to discuss the progress of pupils on the SEN register and pupils who give cause for concern, with a meeting for parents to discuss their child's report at the end of the school year in the summer.

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

Grade 1: Good with outstanding features
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- 101 The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
- 102 The outstanding features of this key question include the:
- general nature of the curricular experiences provided;
 - very rich contribution made by visitors, educational visits and extra-curricular activities to the learning experiences;
 - wide range of experiences to promote PSE and pupils' moral and social development;
 - provision to promote bilingualism and the Cwricwlwm Cymreig;
 - procedures and opportunities to promote learners' knowledge and understanding of other cultures;
 - clear focus on education for sustainability and global citizenship, and
 - outstanding quality of the experiences for raising learners' awareness of the world of work and enterprise.
- 103 The school provides a broad, balanced and relevant curriculum which meets statutory requirements and is accessible to all learners. Very effective emphasis

is placed on direct experiences. The quality of the curricular planning and organisation is very good.

- 104 The provision for the children under five years of age presents the principles of the Foundation Phase and enriches their learning. Outstanding use is made of the outside area to promote children's inquiry and independent working skills.
- 105 In KS1 and KS2, the school meets learners' needs very effectively. Rich projects are offered that are based on interesting and challenging activities, and learners' knowledge, understanding and skills are continuously developed throughout the curriculum. The KS2 curriculum has been adapted to meet the latest requirements. There are comprehensive policies and the long term and short term planning ensures continuity and progression in the different subjects.
- 106 There are good policies and procedures for developing the key skills. The development of literacy, application of number and problem solving skills and the promotion of thinking skills across the curriculum are very effective. Very successful emphasis is placed on developing learners' creative skills in art and music. The experiences provided for promoting ICT skills are good. There are a range of very effective learning experiences that enable pupils to develop outstanding independent working skills. Opportunities for pupils to work together in pairs and groups and to evaluate each others' work as well as their own work are important and very effective elements of the provision.
- 107 There is a strong Welsh ethos throughout this school. An awareness of Welsh culture is developed very successfully throughout the curriculum, through Urdd activities and during the Welsh Week. The emphasis placed on procedures to promote bilingual skills is very successful and in KS2, pupils' dual literacy skills are developed very well.
- 108 There are outstanding curricular opportunities to promote pupils' knowledge and understanding of other cultures through geography and religious education lessons and a variety of projects about a wide range of countries. Ensuring that pupils are aware of the importance of inclusion, diversity and equality in society are central to the school's provision. The school received the Inclusion, Diversity, Equalities and Achievement (IDEA) award for this aspect and a very complimentary report from the LEA. The annual Multi-cultural Week provides very rich cross-curricular experiences.
- 109 The provision outside normal school hours is of a very good standard. There are sports clubs that are open to boys and girls alike, the computer club and the music club. A very substantial number of pupils compete successfully in a number of sporting and Urdd competitions, including singing and folk dancing. They also take part in the Gŵyl Cerdd Dant.
- 110 Many appropriate visits are arranged for all classes to a large number of places, particularly to locations that are linked with their historical and geographical studies. Pupils in Y5 and Y6 benefit from experiencing a residential course. Visitors to the school play an important part, including clerics and Welsh artists, musicians, poets and contemporary authors. The experiences provided in these contexts are outstanding features.
- 111 Religious education lessons and collective worship sessions develop pupils' sense of spirituality well, and give them outstanding opportunities to reflect on

specific themes. They meet with statutory requirements. There is an element of awe in a number of lessons across the curriculum.

- 112 Circle time sessions contribute very well to learners' moral and social development. Very successful emphasis is placed on ensuring that pupils are courteous to each other and to staff and visitors. Their attitudes towards education are enthusiastic. Pupils' awareness of those less fortunate than themselves is raised and they collect money and contribute towards worthy causes.
- 113 Numerous opportunities are provided for very effective collaboration in pairs and groups and within the classroom. Through competing in eisteddfodau, in Urdd activities, going on educational visits, together with attending residential courses, pupils succeed in developing their social skills very well. Through the very successful school and eco councils, they receive opportunities to take responsibility. There is a very high standard of provision for the promotion of PSE throughout the curriculum as well as during specific lessons. Visitors play an important part, including those who work with the care services.
- 114 The school's partnerships with parents, the local community, other schools and higher education establishments includes outstanding features which enrich the life and work of the school and enhance pupils' learning experiences.
- 115 Parents are very supportive of the school and to a very great extent express satisfaction of the schools objectives and values, learners' achievements as well as the school's caring atmosphere. Parents support in the school with the children under five, with developing the gardens, by reading with the children and through taking them on visits. There is a very enthusiastic PTA which arranges social and fund raising activities to raise money to support the school. A wide range of relevant information is provided for parents including newsletters, packs for parents of children who are starting school, information about termly activities and events and through use of the website.
- 116 The school enjoys a very positive partnership with other schools within the family of schools who meet regularly and contribute well to the development of a range of initiatives. Procedures for the transferring of pupils is very good and help to ensure that they look forward to the next stage, and Ysgol Gyfun Gwynllyw's transition programme is an outstanding element of the provision.
- 117 The school has established successful partnerships with a number of higher education establishments and provides opportunities for initial teacher training and for students following vocational courses. Students are supported well and make a positive contribution to school life.
- 118 The school's partnership with the community is an outstanding aspect of its life and work. Very effective use is made of what the area and community have to offer to extend and enrich learners' learning experiences, including visits by members of the community. The school's various activities are appreciated and supported very well. In its turn, the school plays an important role in the community's activities such as sports, choral competitions, the city's children's festival and chapel services.
- 119 The school's provision for education for sustainable development and global citizenship is good with outstanding features. There is a clear policy, activities arranged by the eco council and an outstanding recycling programme. The school has gained the Eco-Schools green flag. There is very good provision for

promoting awareness of global citizenship through experiences during collective worship sessions, the religious education and PSE programmes and through opportunities to contribute to charities. Through the partnership with the Health Help International charity, there is a focus on children's rights.

- 120 The school receives very good support from the business world and the school's commitment to education linked to the world of business and enterprise is a very strong aspect of the educational provision. The school has adopted strong links with a range of businesses such as factories, supermarkets and galleries. These rich experiences extend pupils' knowledge of different workplace environments and the employers in their catchment and further afield.
- 121 The community links include a number of educational visits to a range of locations and welcoming visitors from the public services. School projects include working with an animation company, links relating to maintaining and managing the fruit shop, selling garden produce. Other projects have focussed on working with a television company and producing T-shirts and a magazine.
- 122 The school lays sound foundations for lifelong learning and community regeneration. Very good consideration is given to national priorities, in relation to equality, bilingualism and ICT developments. Pupils receive good experiences to work independently and to develop their awareness of their responsibility towards the future of their community.

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

Grade 1: Good with outstanding features

- 123 The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
- 124 The quality of the care, the support and guidance offered to pupils is outstanding. Each one is respected and treated equally in a happy and secure environment. The respect that teachers have for pupils is reflected in the way that pupils behave towards adults and towards each other. The school council and eco council represent the pupils effectively. Pupils are happy to discuss any issues or concerns confidently with adults within the school.
- 125 Very effective use is made of support services and there are very good links with the staff at the Pupil Support Service.
- 126 The PSE programme is very well established and of a high quality. It provides opportunities for teachers to identify the specific types of support that the pupils need. It is presented very effectively across the curriculum and through specific activities such as circle time and Philosophy for Children. It ensures that learners' voices are listened to through questionnaires, membership of the school council and the 'Ideas and Concerns' boxes.
- 127 Arrangements for the induction of new pupils are good, with the headteacher meeting parents and children to familiarise them with the procedures. There are strong links between the school's nursery class and Mudiad Ysgolion Meithrin, and children in the class join in the Movement's activities and festivals.
- 128 There are very strong links with the secondary school and the process of transferring pupils is outstanding and ensures that they start the next stage of

- their education confidently. Detailed and comprehensive arrangements have been established for transferring data, discussions on the needs of each pupil, transfer work packs and visits by primary and secondary teachers. Very successful arrangements are also made within the school between Y2 and Y3.
- 129 Good procedures are in place to care for pupils who are unwell or who have had an accident. The majority of staff have current first aid qualifications.
- 130 The excellent relationship with parents is reflected in the positive responses to the questionnaires and at the pre-inspection meeting. The school makes every effort to include parents of pupils with SEN when preparing the individual educational programmes given to them.
- 131 Pupils' health and safety is a priority and the school has clear policies and procedures in these areas. Pupils are very well supervised during play times and lunch times. Relevant risk assessments are undertaken for activities and before taking pupils on visits.
- 132 Effective procedures have been established for monitoring pupils' attendance and punctuality. Registration arrangements conform to the statutory requirements.
- 133 Outstanding arrangements have been established to encourage and enable pupils to be healthy. Healthy eating habits are promoted successfully through the fruit shop, and healthy living is promoted through physical education activities, 'moving in the classroom' strategies and Healthy Living days. Each pupil has the opportunity to discuss safety and citizenship issues with the police liaison officer, and pupils in Y6 take part in 'Crucial Crew' activities. The school has received the fourth leaf in the Healthy Schools scheme.
- 134 The school has a clear policy and procedures for child protection, which meet with statutory requirements. The arrangements are familiar to all who work at the school and the name of the child protection officer is known to all members of staff.
- 135 The provision for pupils with SEN is good. The use of standardised tests, together with teachers' observations to identify pupils with learning difficulties, is effective and comprehensive.
- 136 Pupils with additional learning needs are identified and assessed at an early stage and there are well developed systems at the school to support their education.
- 137 The individual educational plans (IEPs) are of a high standard and include clear, concise and timely targets for those pupils on the SEN register. They are reviewed regularly.
- 138 Pupils make good progress in line with their individual needs and situations.
- 139 The work of the SEN coordinator (SENCo) is thorough throughout the school, and the provision for pupils with SEN is managed very effectively. The school follows the steps in the SEN Code of Practice correctly with parents being included regularly in relation to their child's attainments, and contributing towards pupils' termly and annual targets in the IEPs. The school's provision is enriched by external agencies and there are regular opportunities for the staff to discuss the progress of individual pupils with the advisory teacher and the educational psychologist.

- 140 Clear policies and strategies are implemented for promoting good behaviour and eliminating oppressive behaviour. All staff are effectively trained in 'Assertive Discipline' methods. Individual behaviour plans of a high standard are prepared according to need. The school's rules are known to all and are clearly displayed.
- 141 The school has clear and comprehensive policies for promoting equal opportunities, racial equality, instances of bullying and diversity. The accessibility scheme and policy for the disabled are relevant and effective.
- 142 The quality of the provision for ensuring equal opportunities for all pupils is outstanding. Individual lessons are carefully planned in order to meet the needs of individuals and racial equality is promoted through all the school's activities.
- 143 The school has gained the IDEA award and there is a complimentary report on these aspects by the LEA.
- 144 Great respect is given to cultural diversity and it is an integral part of the learning throughout the school. The school holds a range of activities for Multi-cultural Week and this is an outstanding aspect of the provision.

Leadership and management

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

Grade 1: Good with outstanding features

- 145 The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
- 146 The school has agreed aims and objectives which promote equality for all and are reflected in all aspects of the school's work. Staff, pupils and governors share the same expectations and work together very effectively in order to achieve them.
- 147 The headteacher gives a very clear sense of direction to the school's work and promotes high standards. The headteacher is energetic and enthusiastic with a clear vision and high expectations. Her commitment to ensuring a school community where each individual receives the same opportunity, and where everyone respects each other and treats each other with courtesy and kindness is an outstanding feature of her leadership.
- 148 She receives outstanding support from the deputy who fulfils her whole-school role with the same energy and commitment, and who works outstandingly with the headteacher and all staff at the school. The SMT is also dedicated in its contribution to the process of setting priorities for the school's development. There is a clear sense of working together as a team which is characteristic of the leadership and management of the school.
- 149 The other coordinators undertake their work effectively and conscientiously; this is an outstanding feature. Many of the staff are used by the LEA to lead workshops and training days in their areas of expertise.
- 150 Communication between adults is very effective with everyone contributing to and understanding the policies and procedures. Meetings of the SMT, key stage meetings and staff meetings are held regularly and there is a clear organisation to the school's life and work. The school day is effective and efficient.

- 151 The school gives full consideration to national, county and internal priorities. Progressiveness is evident in many initiatives such as sustainability, health education, curricular developments such as the Foundation Phase and Curriculum 2008, Philosophy for Children, thinking skills, assessment for learning 'IDEA', Learning to Learn, Assertive Discipline, and 'SEAL'.
- 152 The SDP is a clear and purposeful document which sets challenging targets and aims. The implementation of the plan and the impact of the developments on the school are monitored regularly.
- 153 The school's performance management policy and procedures are very effective. Staff training needs are consistently monitored, and this promotes continuous professional development and contributes extensively towards the quality of the teaching, the curricular provision and the learning. Management of teachers planning, preparation and assessment (PPA) time is outstanding.
- 154 The headteacher, deputy and staff analyse the school's performance data thoroughly and precisely, and it is used to set targets. There are sound structures for measuring success and for monitoring and reviewing them regularly.
- 155 The procedures for supporting and monitoring newly qualified teachers are outstanding.
- 156 Members of the governing body fulfil their duties conscientiously and work well with the headteacher to help set the strategic direction of the school through the SDP. They are fully aware of their legal responsibilities and achieve them fully. They meet regularly either as sub-committees or the full body. Many have attended training courses that are relevant to their responsibilities.
- 157 They have arranged a specific programme of work which deals with a range of school aspects, including teaching and learning, the school's provision for pupils with SEN, effective use of data, health and safety issues, inclusion and equality, pupils' targets and the development of the Foundation Phase and Curriculum 2008. They operate in an atmosphere of support as a critical friend.

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

Grade 1: Good with outstanding features

- 158 The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
- 159 The self-evaluation process is well established at the school. A detailed and organised self-evaluation report was received at the beginning of the inspection. The grades given by the school for the seven key questions were based on sound evidence and justified the grades it awarded. The inspection team agreed with the school's judgement in each of the seven key questions.
- 160 The headteacher, the deputy and all the staff show complete commitment to maintaining high standards throughout the school. Many self-evaluation methods are used including examining the planning, discussing pupils' work, formal observation of lessons and careful analysis of data. Through implementing the self-evaluation process, they succeed in identifying areas for development and action.

- 161 Pupils receive suitable opportunities to express an opinion through an appropriate questionnaire. The contribution of the school council to the self-evaluation process is an outstanding feature.
- 162 Curriculum leaders fulfil their responsibilities outstandingly. They monitor plans, observe lessons, examine samples of work and regularly hold discussions with pupils, and draw up a portfolio to display examples of work. They produce reports based on the evidence that clearly identifies judgements and their priorities for improvement.
- 163 A detailed assessment is undertaken of assessment and test results, including assessments at the end of KS1 and KS2 and other assessment results. The school makes good use of these analyses to identify strengths and weaknesses.
- 164 The SDP is a clear plan that shows the school's priorities clearly, the action steps for improvement and financial resources. All this is based on the information arising from the self-evaluation process. It is a very useful working document.
- 165 Performance management procedures have a very good impact on staff development, and contribute directly towards identifying the professional needs of all staff. The in-service training (INSET) timetable reflects the link between training and the school's current needs. Each course is evaluated by the staff and this is an outstanding feature.
- 166 The school has made good progress since the previous inspection and has been successful in implementing measurable improvements. Overall, it has continued to maintain the good and very good standards. Pupils work very well in lessons. Positive developments were seen in the self-evaluation progress and the monitoring work of coordinators. Methods of communicating with parents are good and the governing body understands the self-evaluation process, including reviewing and accepting policies.

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

Grade 1: Good with outstanding features

- 167 The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
- 168 The outstanding features in this key question include the:
- general high quality of all staff and the very effective use made of them;
 - effectiveness of the staff development programme;
 - very good quality of the building, location and resources and the imaginative use made of them;
 - very high quality of the environment and the learning atmosphere that has been created in the school, and the
 - success of leaders and managers in using resources to enrich pupils' experiences.
- 169 There is a good supply of staff to deliver the curriculum. Teachers have appropriate qualifications and a wide range of expertise that is shared very effectively. Teachers have been deployed very appropriately and effective use is

- made of the expertise available in subjects such as music and physical education. The planning for delegating responsibilities is very good and curricular leaders contribute very effectively towards the development of their subjects and areas. The use made of teachers is an outstanding aspect of the provision.
- 170 There is good investment to ensure enthusiastic classroom support staff who work very effectively with teachers in the Foundation Phase. Their overall contribution is good with outstanding features. The job descriptions which everyone holds give a clear outline of their responsibilities.
- 171 Outstanding use is made of the school improvement fund and grants from the teaching council to ensure that teachers update their knowledge and teaching skills through undertaking training programmes. Support staff benefit from a very good range of training sessions and the development of their skills and their understanding makes a very important contribution to the overall provision. All staff work together very effectively as a team in evaluating the quality of aspects of the training and in sharing information.
- 172 There are very good procedures for teachers' PPA and there are very effective arrangements in place to support teachers who have newly qualified.
- 173 There are many impressive elements to the site and the building which is in a very good condition. There are classrooms, which overall are of a sufficient size, and each one of them has direct access to the school's outside area. Amongst the characteristic elements are the attractive Foundation Phase area, the purpose planned library and music room, the large hall which is very suitable for a wide range of activities and large corridors for enriching the educational provision and the learning experiences. The use made of these is good with outstanding features.
- 174 There are outstanding interactive displays across the school that reflect and support learning experiences very effectively. They contribute greatly to the ethos of respect shown towards learners and are changed regularly.
- 175 Effective use is made of the outside areas including the playing field and the woodland area. Interesting gardens are being developed in conjunction with some of the school's curricular projects.
- 176 The caretaker and cleaners work very effectively to keep the school clean and tidy. The school's administrative assistants make an important contribution to the school's daily life and work.
- 177 Effective use is made of the generous financial support of the PTA and the school has been successful in its applications for some grants.
- 178 The headteacher, the SMT and all the staff, together with the governing body, play their part in ensuring that the resources match their priorities for development. Regular reviews are undertaken to ensure the sufficiency and suitability of the resources. There is a good and very good range of resources to support the pupils' curriculum, and they are appropriate to the needs of the age range. The use made of resources for the wide range of rich activities, including the areas of the Foundation Phase, are an outstanding element of the provision.
- 179 The school follows the LEA's policy of best value for money and the governors, the headteacher, and the finance officer of the authority monitor the school's financial expenditure carefully. The fairly substantial amount that was in hand at

the end of the previous financial year was mainly spend on buying canopies for the outside area of the Foundation Phase.

180 Considering the contribution of the outstanding teaching, the outstanding development of the curricular provision, the caring ethos, leadership and management's clear focus on raising standards, the effective use of an outstanding supply of resources and learners' high standards of attainment, the school provides very good value for money.

School's response to the inspection

The staff and governors are proud that the inspection team has agreed with the school's judgement in its self-evaluation report in the seven key questions and that they have acknowledged that Ysgol Gymraeg Casnewydd is a good school with outstanding features.

The inspection has highlighted many outstanding features that are part of our daily life and work in this school. We particularly appreciate the references made to the quality of the leadership, the learning community, the behaviour and attitudes of our pupils and the high standards they attain. We are proud that the inspectors have identified that the quality of teaching is consistently good and often outstanding and acknowledged that the school's results are of a very high standard in comparison with similar schools nationally. This is a reflection of the hard work of the staff, pupils and governors at Ysgol Gymraeg Casnewydd.

The headteacher, staff and governors would like very much to thank Mrs Rhiannon Harris and the inspection team for carrying out the inspection in a professional and courteous manner.

We shall ensure that we act upon the recommendations in the report.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymraeg Casnewydd
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	Hartridge Farm Road Newport
Postcode	NP18 2LN
Telephone number	01633 290270

Headteacher	Mrs Gwenda Roberts
Date of appointment	April 1998
Chair of governors	Mr John Valentine Williams
Registered inspector	Mrs Rhiannon Harris
Dates of inspection	1 st - 3 rd February 2010

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	22.5	53	53	57	68	38	42	50	383.5(call)

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	19	2	19.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.1
Pupil: adult (fte) ratio in nursery classes	7.1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	90	92	92
Summer 2009	94	93	91
Autumn 2009	90.4	91.7	92.3

Percentage of pupils entitled to free school meals	15.8
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

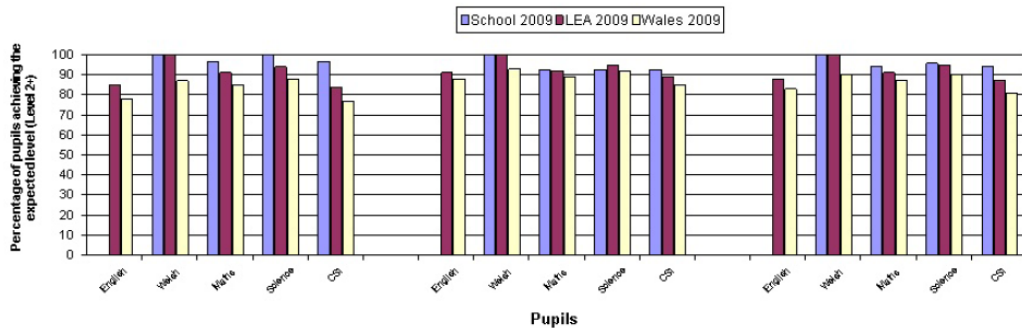
Ysgol Gymraeg Casnewydd
Newport

LEA/School no: 680/2314

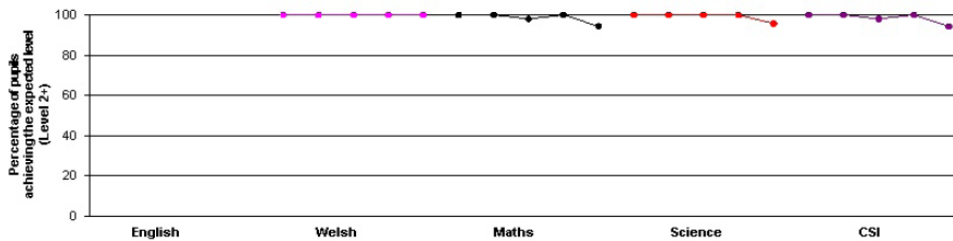
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	.	85	78	.	91	88	.	88	83
Welsh	100	100	87	100	100	93	100	100	90
Maths	97	91	85	93	92	89	94	91	87
Science	100	94	88	93	95	92	96	95	90
CSI	97	84	77	93	89	85	94	87	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		80		88		93	
Welsh		84		92		100	
Maths		84		90	94	96	
Science		87		94	96	100	
CSI		76		85		92	94

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWI on 25/09/2009

Page 1 of 1

This report uses data for 2009 for LEA and Wales comparative information

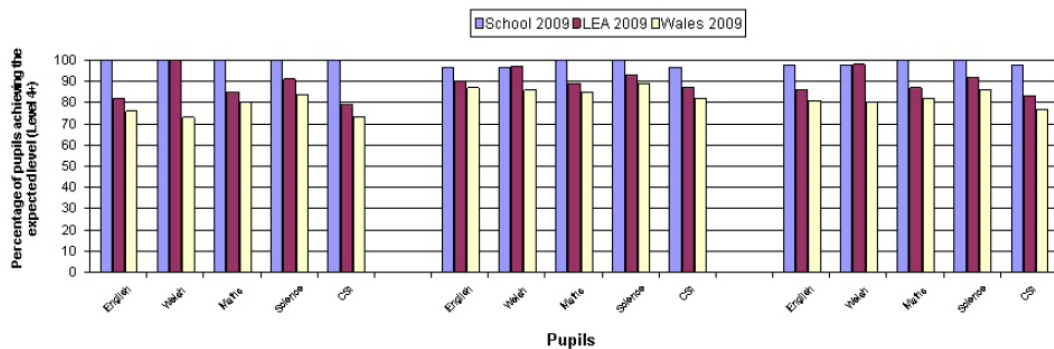
Ysgol Gymraeg Casnewydd
Newport

LEA/School no: 680/2314

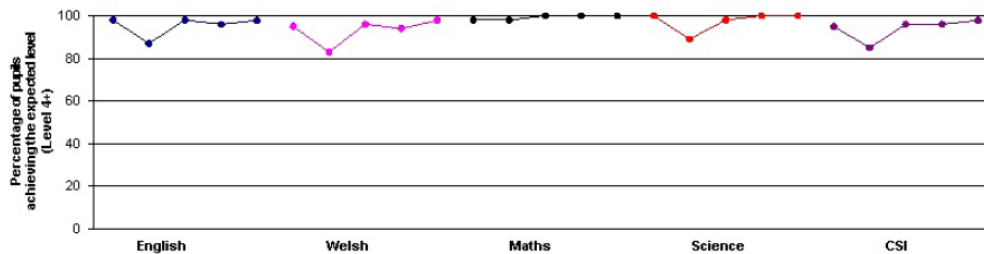
**School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	82	76	97	90	87	98	86	81
Welsh	100	100	73	97	97	86	98	98	80
Maths	100	85	80	100	89	85	100	87	82
Science	100	91	84	100	93	89	100	92	86
CSI	100	79	73	97	87	82	98	83	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		78		85		92	98
Welsh		69		80		90	98
Maths		79		87		93	100
Science		84		90		97	100
CSI		72		81		88	98

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

A team of four inspectors spent a total of 11 inspection days at the school. A peer assessor was also at the school for three days. The inspection team were assisted by the school's nominee. The team met before starting the inspection.

These inspectors visited:

- 33 lessons or parts of lessons;
- registration periods, assemblies and acts of collective worship, and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspections;
- teachers and support staff;
- groups of pupils in each classroom;
- the school council and the eco council, and
- other interested parties linked to the school.

The team also considered:

- the school's self-evaluation report;
- 49 responses to the parents' questionnaire, the majority of which were positive;
- documentation prepared by the school both before and during the inspection;
- a wide range of pupils' current and previous work, and
- examples of pupils' reports.

Following the inspection, the team held meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Rhiannon Harris Registered Inspector	Led on: Context, Summary, Recommendations and Appendices Key Questions 1, 2 and 5
Gwynoro Jones Lay Inspector	Contributed to: Key Questions 1, 3, 4 and 7 Recommendations
Meinir Howells Team Inspector	Led on: Key Questions 4 and 6 Contributed to: Recommendations
Brinley Jones Team Inspector	Led on: Key Questions 3 and 7 Contributed to: Recommendations
Alun Rees Peer Assessor	Attended meetings and completed lesson observations
Gwenda Roberts Nominee	Attended meetings and completed lesson observations

Acknowledgement

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

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