

**Inspection under Section 163 of the  
Education Act 2002**

**Llangattock School  
with Monmouth Montessori Nursery**

**Llangattock-Vibon-Avel  
Monmouth  
NP25 5NG**

**School Number: 679 6013**

**Date of Inspection: 20 – 22 June 2005**

**by**

**HM Inspectors**



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Llangattock School with Monmouth Montessori Nursery was inspected as part of a national programme for the inspection of independent schools under section 163 of the Education Act (2002). The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations (2003). In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act (1998).

In addition, inspection reports identify good features and shortcomings, so that a school may improve the quality of education it offers and raise the standards its pupils achieve. The inspection of all independent schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Llangattock School with Monmouth Montessori Nursery took place from 20 to 22 June 2005. A team of Her Majesty's Inspectors from Estyn, Her Majesty's Inspectorate for Training and Education in Wales, undertook the inspection. Estyn is a statutory body independent of, but funded by, the National Assembly for Wales.

The team made its judgements having considered the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. The report is written in accordance with Estyn's Common Inspection Framework (which is available at [www.estyn.gov.uk](http://www.estyn.gov.uk)).

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

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

## Year groups and key stages

Independent schools use a variety of systems for numbering year groups. This report, however, uses 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 and parents.

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

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

Although independent schools are not required to follow the National Curriculum, we use these terms for convenience.

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## Context

### The nature of the provider

- 1 Monmouth Montessori Nursery was opened as an independent nursery school in 1993 in the premises of Llangattock-Vibon-Avel School, which had recently closed. Mrs Rosemary Whaley, the present proprietor, purchased the nursery in 1998. She extended the provision to cater for pupils of primary school age in 2001. She named the new school, Llangattock School with Monmouth Montessori Nursery. The school and nursery share the buildings on a rural site, situated in a delightful position with a fine view of the hills of South East Wales.
- 2 The school is co-educational throughout, with a similar number of girls and boys. The nursery takes pre-school children from age two years. There are 65 pupils on roll, 38 of whom are in the nursery and reception classes. Most nursery pupils attend part-time. There are three classes in the main school: reception and year 1; year 2; and year 3 to year 7. There is some flexibility within the reception group with children joining either the nursery or the Year 1 class for some sessions.
- 3 The number of pupils attending the school has risen slowly over the last four years as the new arrangements have become established. Some pupils live locally in the Monmouth area but others travel from a wider area that includes Abergavenny, Raglan and Chepstow. Only a small number of pupils have transferred to other schools to date. Those pupils have transferred to local independent preparatory or secondary schools and also maintained schools.
- 4 The school's admissions procedures for children under-five include inviting children seeking admission to attend for several play sessions with their parents. There is no selective assessment but the school offers places providing the children settle well. Admission for older children depends on whether there is capacity and whether the school can fulfil a child's particular needs. There is no formal assessment test.
- 5 Almost all pupils speak English as their first language. Two pupils are bilingual, one of whom speaks Welsh and the other Cantonese; neither has additional language support. The school reports that none of the pupils are socially disadvantaged. Eleven pupils need extra support with their work. One pupil has a statement of special educational needs.
- 6 The school's mission statement is:  
  
'to explore ways of motivating children in their education and nurturing them as a whole person ready for moving towards adulthood'.
- 7 The school's aims and objectives are to:
  - aspire to the highest levels of achievement possible for the children in an atmosphere of positive energy and endeavour;

- ensure that the happiness and security of each child is paramount; and
  - create an ethos whereby all skills and aptitudes that are true and good are honoured as of equal stature.
- 8 The school has no religious affiliation. Lessons are in English and the school does not aim to make pupils bilingual in English and Welsh. Estyn inspected the provision for four year old children in 2000 and also monitored the school in 2002, as part of the arrangements for provisional registration as required by the Welsh Assembly Government.

<b>The school's priorities and targets</b>
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- 9 The school development plan, October 2004, identifies the following areas for improvement:
- the professional development of young staff;
  - premises and resourcing;
  - planning and assessment documents; and
  - the creation of a marketing plan.

## Summary

- 10 Llangattock School with Monmouth Montessori Nursery provides a happy learning environment where pupils gain confidence, learn to value other people and appreciate their individuality.
- 11 The school places a high priority on encouraging and rewarding pupils for making progress in their work and play. The school also creates a positive atmosphere of support and inclusion that allows pupils to learn at their own pace.
- 12 However, the inspection team does not agree with the judgements made by the school about the standards that pupils achieve and other areas of its work.

### Table of grades awarded

- 13 The inspection team judged the school's work as follows:

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

### Standards of achievement

- 14 Overall standards of achievement in areas of learning and subjects are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	58%	42%	0%	0%

Percentages have been rounded to the nearest whole number.

- 15 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
- 16 Standards for the under-fives are as follows:

Area of learning	Grade
Language, literacy and communication	2
Personal and social development	3
Mathematical development	3
Knowledge and understanding of the world	2
Creative development	3
Physical development	2

17 In key stage 1 and key stage 2, the standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	2	3
Mathematics	3	3
Science (including ecology)	3	3
Welsh (second language)	3	3
French	n/a	n/a
Design and technology	n/a	n/a
Information technology	2	2
History	2	3
Geography	2	2
Music	2	2
Art	3	3
Physical education	3	2
Religious education	3	3
Drama	2	2

- 18 Most pupils, especially those with special educational needs (SEN), make good progress in their learning. However, the most able pupils do not always achieve their potential or complete work that would extend their effort, concentration and perseverance.
- 19 Pupils' standards and progress in the key skills of listening and speaking are very good throughout the school. In both key stages, many pupils read well, with fluency and expression. Standards in writing, numeracy and information and communications technology (ICT) have some weaknesses. Many pupils in both key stages record work accurately. However, few write with enthusiasm and, in general, pupils do not take enough care in the presentation of their work. Most pupils are competent in their knowledge of arithmetic but cannot apply these skills in a range of contexts. Pupils are not able to use ICT to obtain and process information appropriately.
- 20 Pupils do not take National Curriculum (NC) tests. The school uses standardised reading and spelling tests as part of its system of assessment. However, these only give limited information about pupils' progress and not enough evidence of how their performance compares with pupils of similar ability in other schools.
- 21 There are some good features in pupils' personal, social and learning skills. When undertaking activities many pupils, including those in the nursery:
- work very well together, understanding that they must share and take turns;
  - enjoy working collaboratively, listening to each other well and showing respect for others' views; and
  - readily support, encourage and praise each other.

- 22 Most pupils persevere well with their work and try to do their best. However, there are times in all classes when some lose interest and become uncooperative, particularly when lessons are too long.
- 23 Pupils' spiritual and cultural development is good. Their moral and social development has some outstanding features that include:
- learning to appreciate each other, to live harmoniously and to care for the environment;
  - enjoying the friendly atmosphere of working and playing together; and
  - treating each other as equals, and showing good awareness of the importance of being fair, open-minded and tolerant.
- 24 Pupils are beginning to develop a good knowledge and understanding of the history and heritage of Wales. They work well with the local community and with visitors such as artists and writers. Visits to places of interest broaden pupils' understanding of their community and wider society. They are developing a good awareness and appreciation of the diversity of cultures, ideas, beliefs and ways of life, both in the past and in the modern world.
- 25 The school does not record pupils' attendance well enough to say how good it is. Records are not always accurate or complete so it is difficult for the school to monitor reasons for absence. Pupils' punctuality is generally very good although a few arrive late for the start of the school day.

### **The quality of education**

- 26 Overall, the quality of teaching in the areas of learning and subjects inspected is as follows:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	47%	53%	0%	0%

Percentages have been rounded to the nearest whole number.

- 27 The proportion of lessons judged to be above grade 3 is below the average for all schools inspected in Wales last year.
- 28 The most significant good features in lessons are:
- the specialist teaching support for some pupils with SEN; and
  - teachers' ability to promote equal opportunities for all, regardless of gender and ability, including for those pupils with SEN.
- 29 Other good features in lessons include where teachers:
- plan carefully to meet the needs of pupils of different ages and abilities within the class;

- have thorough subject knowledge and enthusiasm that hold pupils' attention;
- intervene appropriately to encourage discussion and develop learning opportunities;
- encourage and praise pupils to give them confidence;
- develop good working relationships in the classroom; and
- expect pupils to behave well.

30 The most common shortcomings are when teachers:

- organise the under-fives in groups with too wide an age range;
- do not plan to take enough account of the different needs and ages of pupils within the same class or group;
- have low expectations of the more able pupils and present work that lacks challenge;
- use a limited range of teaching methods and resources;
- lack relevant knowledge of subjects and of the areas of learning; and
- use slow pace and timing in the lesson so pupils lose interest.

31 Teachers discuss their plans and pupils' progress with each other. However, there is no system for recording this information and conveying it to everyone who needs to know. In many cases, planning is not detailed enough and does not ensure that teachers use time well in lessons.

32 Assessment records do not give enough information about pupils' progress. Teachers do not use information from reading and spelling tests well, in planning lessons and schemes of work.

33 Teachers provide useful oral feedback to pupils about progress in their learning. Pupils are confident in seeking help or discussing aspects of their work. Teachers mark work regularly but do not always make clear to the pupils what they must do to improve.

34 Assessment of the under-fives is at an early stage of development. Children are formally tested at age three but the school does not use the information to develop an effective programme for learning based on their needs.

35 The headteacher discusses the work of individual pupils in key stages 1 and 2 with teachers on a formal, weekly basis. Targets to help pupils improve are too often concerned with social rather than academic development.

- 36 Annual reports to parents are quite detailed and give information about pupils' achievements in subjects or areas of learning. Parents also have good informal opportunities to discuss pupils' work.
- 37 The school works in partnership with the Monmouthshire Education Authority to provide education for three and four year old children who are funded through the Government's Nursery Grant scheme. Children work towards the Desirable Outcomes for Children's Learning but there is not enough balance across the areas of learning. In particular, there are some shortcomings in the provision for creative and mathematical learning.
- 38 The school provides equal access to a broad curriculum that includes a small but increasing range of extra-curricular activities.
- 39 The school bases the curriculum for key stages 1 and 2 around the National Curriculum for primary schools in Wales. The inclusion of Welsh from nursery upwards is beginning to develop pupils' bilingual skills. It has some additional elements, such as drama, ecology, philosophy and French that provide pupils with good general knowledge.
- 40 The school follows the timetable flexibly, so as to allow pupils to pursue interesting issues when they arise. However, some sessions are too long and teachers do not plan learning activities well enough to ensure that pupils remain interested throughout the time.
- 41 There are shortcomings in schemes of work. Too many do no more than list the topics teachers will cover. Few schemes of work provide teachers with enough detail for them to plan for continuity and progression in pupils' learning.
- 42 Regular acts of worship promote the school's ethos well and provide opportunities for pupils to contribute and reflect on their own and other people's lives and beliefs.
- 43 There are good opportunities in Welsh and other subjects for pupils to learn and understand more about the language, heritage and culture of Wales. Work in a range of subjects also enables pupils to acquire a knowledge and appreciation of cultures other than their own.
- 44 Overall, the quality of care, guidance and support for pupils is good. Class groups are small, the headteacher and staff know pupils very well and the quality of relationships encourages children to be confident and happy. Most provision for pupils with SEN is good.
- 45 The school has a health and safety policy that includes appropriate procedures for ensuring pupils' well-being. Staff carry out risk assessments of activities, including those that take place away from school premises. The school has a clear policy for child protection but there has been no staff training.

- 46 The school has developed a system of 'break reviews' where pupils are encouraged to discuss the play session together at the end of every break time. Pupils respond well and confidently share their troubles and opinions. Pupils confide in their teachers, knowing that they will investigate problems.
- 47 Pupils show very good attitudes towards each other and try to make sure that everyone is included in work and play activities. The school celebrates diversity well and promotes good race relations and racial awareness. Pupils have equal opportunities and access to the school's range of activities; for example, the football team includes boys, girls and pupils with SEN. There is good physical and curricular provision for pupils with disability. The school has an action plan to meet the requirements of the new Disability Discrimination Act 2005.

### **Leadership and management**

- 48 The headteacher has succeeded in establishing a sense of common purpose and shared values among staff. The staff understands and supports the school aims. As a result, there is a supportive atmosphere in the school that ensures that pupils feel safe because the staff cares for them. However, the school's aim in its approach to teaching and learning is not consistently applied.
- 49 Subject co-ordinators do not pay enough attention to monitoring and evaluating standards.
- 50 The school development plan lacks detail and measurable targets. Although the school has business objectives, planning and priorities do not focus enough on raising standards or the quality of teaching.
- 51 There is a suitable staff appraisal system that is beginning to identify the professional development needs of teachers. The headteacher regularly observes teachers in the classroom. The school gained 'Investors in People' accreditation in 2004.
- 52 The school's self-evaluation report correctly identifies some of the school's strengths and a few of the areas for improvement. However, the inspection team has given the school a lower grade for each of the seven key questions because the school has not identified many of the shortcomings in each area. The school does not have effective processes for evaluating and improving the standards of pupils' work and the quality of teaching. The school does not have enough information about current good practice in teaching or the standards that pupils are achieving in other schools.
- 53 Staffing levels in the school are good; teaching groups are small and pupils have access to plenty of individual support. Teachers are enthusiastic and work well as a team. They do not all plan appropriate work and sometimes overestimate the standards pupils achieve. An effective team of administrative and housekeeping support staff ensures that the school runs smoothly.
- 54 Most of the school accommodation is of a good standard. The new building provides an attractive learning space, with plenty of access to the outdoors. However, some classrooms in the old building are very small, when the partitions are closed.

Different classes use this area and teachers do not provide a stimulating learning environment to suit each class.

- 55 There are very good opportunities for outdoor learning. The grounds are extensive and include six acres of grass plus a hard play area. The school also uses the local environment well to support pupils' learning.
- 56 The school bursar maintains the accounts appropriately. There is no whole school annual report for parents. The provision and resourcing of the new building and improving the safety of the premises have been the most recent priorities. These works have improved the accommodation significantly. Fees are low and the school provides value for money.
- 57 The school has not addressed some issues, concerning assessment and planning, that were identified in the last nursery inspection.

## **Compliance with the regulations for registration**

### **The quality of education provided by the school**

- 58 The school does not meet all of the regulatory requirements for this standard. In order to comply with the Independent Schools Standards Regulations 2003, the school should:
- demonstrate that it has a framework for assessing pupils' work regularly and thoroughly and for using the information from such assessments to plan teaching so that pupils can progress; and
  - have a framework for pupil performance to be evaluated, by reference either to the school's own aims as provided to parents or national norms, or to both.

### **The spiritual, moral, social and cultural development of pupils**

- 59 The school meets the regulatory requirements for this standard.

### **Welfare, health and safety of pupils**

- 60 The school does not meet all of the regulatory requirements for this standard. In order to comply with the Independent Schools Standards Regulations 2003, the school should:
- draw up a risk assessment as the Fire Precautions (Workplace) Regulations 1997 require;
  - maintain an admission register and record attendance as the Education (Pupil Registration) Regulations 1995 require; and
  - make certain that all members of staff have suitable training in child protection procedures.

### **The suitability of proprietors and staff**

- 61 The school meets the regulatory requirements for this standard.

### **Premises of and boarding accommodation at schools**

- 62 The school meets the regulatory requirements for this standard.

### **The provision of information**

- 63 The school does not meet all of the regulatory requirements for this standard. In order to comply with the Independent Schools Standards Regulations 2003, the school should provide:
- particulars of the school's policy on and arrangements for admissions, discipline and exclusions to parents of pupils and prospective pupils;
  - particulars of educational and welfare provision for pupils with statements to parents and on request, to the National Assembly for Wales; and
  - a copy of the risk assessment required by the Fire Precautions (Workplace) Regulations 1997, on request, to the National Assembly for Wales.

### **The manner in which complaints are to be handled**

- 64 The school does not meet all of the regulatory requirements for this standard. In order to comply with the Independent Schools Standards Regulations 2003, the school should ensure that the complaints procedure:
- is available to pupils in an appropriate format; and
  - includes a panel member who is fully independent of the management and running of the school.
- 65 Since the school does not meet some of the 'Standards' required for registration, the National Assembly for Wales will require the proprietor to submit an action plan within a specified period of time. This plan must set out the steps that the school will take to meet the Standards, and the timescale within which the school will complete each step.
- 66 Estyn advises the proprietor to amend the current development plan to show what action the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents at the school.

## Recommendations

- 67 In order to improve the school further, the proprietor and staff need to:
- R1 take steps to comply fully with the regulations for registration;
  - R2 raise pupils' standards of achievement in subjects and areas where there are shortcomings and in the key skills of writing, numeracy and ICT;
  - R3 plan more effectively to ensure that work matches pupils' age and ability, and provides for continuity and progression in their learning;
  - R4 improve assessment of children under-five in order to plan provision that takes greater account of their needs and interests;
  - R5 use a greater range of approaches and a wider variety of resources; and
  - R6 develop comprehensive arrangements for self-evaluation that are based on first-hand evidence.

## Standards

### Key question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

68 The school judged this key question to be a grade 1 in its self evaluation report. The findings of the inspection team do not match the judgement made by the school because the good features do not significantly outweigh shortcomings.

69 Overall standards of achievement in subjects and areas of learning inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	58%	42%	0%	0%

Percentages have been rounded to the nearest whole number.

70 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

71 Standards for the under-fives are as follows:

Area of learning	Grade
Language, literacy and communication	2
Personal and social development	3
Mathematical development	3
Knowledge and understanding of the world	2
Creative development	3
Physical development	2

72 In key stage 1 and key stage 2, the grades for the standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	2	3
Mathematics	3	3
Science (including ecology)	3	3
Welsh (second language)	3	3
French	n/a	n/a
Design technology	n/a	n/a
Information technology	2	2
History	2	3
Geography	2	2
Music	2	2
Art	3	3
Physical education	3	2
Religious education	3	3
Drama	2	2

- 73 Most pupils, especially those with special educational needs (SEN), make good progress in their learning. However, the most able pupils do not always achieve their full potential or engage in work that would extend their effort, concentration and perseverance.
- 74 No pupils have taken National Curriculum Assessment tests at key stages 1 or 2. There is no statutory requirement for independent schools to enter pupils for these tests.
- 75 School records on pupils' attainments in English and mathematics indicate that in many cases standards are low in relation to pupils' reading ability.
- 76 Most children under-five make some progress in acquiring key skills. They usually listen carefully, and many enjoy and respond well to stories. They can sort, match and count objects and begin to use computers.
- 77 In key stage 1 and key stage 2, pupils' standards and progress in the key skills of listening and speaking are very good. Many pupils listen intently. They speak confidently, fluently and, often, very expressively. Their reading skills are good. Over half the pupils have a reading age at least a year ahead of their chronological age. Many read with fluency and expression. In writing, many pupils record work accurately, and a number of older pupils spell accurately. However, few write with enthusiasm in extended or expressive writing. In general, pupils do not take enough care in the presentation of their work. Many pupils have at least a good knowledge of number and shape, but find it difficult to put the information to practical use and solve problems.
- 78 Pupils use their listening, speaking and, to some extent, reading skills successfully in all subjects. Their writing and numeracy in cross-curricular work is often more limited. Standards in ICT vary. Many pupils are beginning to use ICT to present some written work and to obtain information in some subjects, but they do not practise these skills enough. Their skills are limited in other aspects of ICT, such as art or design.
- 79 Pupils' bilingual skills are developing quite well. Many pronounce Welsh words correctly. Children under-five know colours, everyday words and sing familiar rhymes and songs, in the language. Pupils in key stages 1 and 2 can use simple phrases, and can understand and respond to basic greetings and everyday questions in Welsh. Some are able to hold simple conversations.
- 80 Pupils develop good personal, social and learning skills. Many pupils, including younger children in the nursery, work very well together, understanding that they must share and take turns. These pupils enjoy working collaboratively, listen very closely to each other and show respect for the views of others. Most pupils readily support, encourage and praise each other when undertaking tasks and activities.
- 81 In many lessons, most pupils persevere well with tasks. However, there are times when a significant number of younger pupils lose interest and are uncooperative. Furthermore, in some classes with older pupils, many of them become restless when they have finished the main tasks and activities well before the end of lessons.

There is not enough opportunity for them to undertake any independent research and enquiry or extend their creative and problem solving skills.

- 82 Pupils are usually polite and show regard for others. However, there are a few occasions, in every class, when a few pupils pay little attention to what they are supposed to be doing and distract others.
- 83 Pupils' spiritual and cultural development is good. Their moral and social development has some outstanding features that include:
- learning to appreciate each other, to live harmoniously and to care for the environment;
  - enjoying the friendly atmosphere of working and playing together; and
  - treating each other as equals, and showing good awareness of the importance of being fair, open-minded and tolerant.
- 84 Pupils are beginning to develop a knowledge and understanding of the history and heritage of Wales through their work in several subjects. In addition, pupils work well with visitors to the school, such as artists and writers. Visits to places of interest broaden pupils' understanding of their community and wider society. They are developing a good awareness and appreciation of the diversity of cultures, ideas, beliefs and ways of life, both in the past and in the modern world.
- 85 The school does not record pupils' attendance well enough to say how good it is. It reports that attendance is good, averaging around 97% for the past 12 months. This could not be verified as records are not always accurate or complete. Pupils' punctuality is generally very good, but a few arrive late for the start of the school day and miss important parts of the first lesson.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

86 The school judged this key question to be a grade 2 in its self evaluation report. The findings of the inspection team do not match the judgement made by the school because the good features do not significantly outweigh shortcomings.

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	47%	53%	0%	0%

Percentages have been rounded to the nearest whole number.

87 The proportion of lessons judged to be above grade 2 is below the average for all schools inspected in Wales last year.

88 The most significant good features in lessons are:

- the specialist teaching support for some pupils with SEN; and
- teachers' ability to promote equal opportunities regardless of gender and ability, including for those pupils with SEN.

89 Other good features in lessons include where teachers:

- plan carefully to meet the needs of pupils of different ages and abilities within the class;
- have thorough subject knowledge and enthusiasm that hold pupils' attention;
- intervene appropriately to encourage discussion and develop learning opportunities;
- encourage and praise pupils to give them confidence;
- develop good working relationships in the classroom; and
- expect pupils to behave well.

90 The most common shortcomings are when teachers:

- organise the under-fives in groups with too wide an age range;
- do not plan to take enough account of the different needs and ages of pupils within the same class or group;

- have low expectations of the more able pupils and present work that lacks challenge;
  - use a limited range of teaching methods and resources;
  - lack relevant knowledge of subjects and of the areas of learning; and
  - use slow pace and timing in the lesson so pupils lose interest.
- 91 There is no system to ensure that all the information about pupils is recorded and conveyed to everyone who needs to know it. In many cases, planning is underdeveloped and does not make the best use of the time available.
- 92 The school has a system of certificate tests for the Early Years and core subjects that are loosely linked to National Curriculum level criteria. The headteacher tests individual pupils orally for these. The school keeps a careful record of the awards but this gives limited information about each pupil's progress. The school also carries out formal reading and spelling tests but teachers do not use this information to develop their future plans.
- 93 Teachers provide good oral feedback to pupils on their learning. Teachers and pupils enjoy good relationships and pupils are confident in seeking help or discussing aspects of the lesson. Teachers mark work regularly but do not always make clear to the pupils what they must do to improve their work. The arrangements for assessment of pupils' progress and achievements are not consistent across the school. Some pupils' record files have too few samples of work and most lack details such as the date and the teacher's evaluation.
- 94 Assessment of the under-fives is at an early stage of development. Children are formally tested at age three, but the school does not use this information to develop an effective programme to meet the needs of individuals.
- 95 The headteacher discusses individual school pupils with teachers on a formal, weekly basis. They agree targets for individual pupils but do not share the targets with the pupils concerned. These targets tend to focus on social issues such as increasing pupils' confidence, rather than on improving their work. Most teachers do not consider the agreed pupils' targets enough, when planning lessons.
- 96 Annual reports to parents are quite detailed and give information about pupils' achievements in subjects or areas of learning. Parents also have good informal opportunities to discuss pupils' work.

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

**Grade 3: Good features outweigh shortcomings**

- 97 The school judged this key question to be a grade 2 in its self evaluation report. The findings of the inspection team do not match the judgement made by the school because there are many shortcomings that the school needs to address. The most

significant are in the lack of planning to ensure that learning experiences always meet pupils' needs and abilities.

- 98 The school works in partnership with the Monmouthshire Education Authority to provide education for three and four year old children who are funded through the Government's Nursery Grant scheme. It is therefore required to offer a programme that takes account of the Desirable Outcomes for Children's Learning.
- 99 The school has developed a system of planning for the under-fives that is based on these desirable outcomes. Weekly plans clearly identify activities in each of the six areas of learning. However, there are not enough varied activities that promote creative and mathematical learning. Sessions go on for too long at times. Some of them have little variety and unduly repeat what children have done earlier in the day or week. Teachers do not allow enough time for activities such as a story at the end of the day. Some planning is too general, lacks imagination and does not always suit children's needs and ages.
- 100 Teachers' lesson plans for key stage 1 and 2 classes are sometimes detailed and well structured. Some teachers plan the work to match the age and ability of pupils. However, other teachers give the same task to all pupils in the older class, where there is a 7-12 age range. When the younger pupils join with the year 2 class, they often have work that is not suitable for them. There are a good number of lessons where tasks are too easy for some pupils and barely accessible for others. Teachers do not always plan to use the time available effectively, especially for lessons that last for 90 minutes. This leads, at times, to many pupils finishing work well before the lesson ends or having to undertake time-filling activities with no clear purpose.
- 101 There are shortcomings in schemes of work. Too many do no more than list the topics teachers will cover. Few schemes of work provide teachers with enough detail for them to plan for continuity and progression in pupils' learning.
- 102 The school provides equal access to a broad curriculum that includes a small but increasing range of extra-curricular activities. These currently include drama and musical productions, an Eisteddfod and a range of sporting activities.
- 103 The curriculum for key stages 1 and 2 is based around the National Curriculum for primary schools in Wales. The inclusion of Welsh from nursery upwards is beginning to develop pupils' bi-lingual skills well. The curriculum has some additional elements, such as drama, ecology, philosophy and French that broaden pupils' general knowledge effectively.
- 104 The school promotes pupils' spiritual and cultural development well. The school assembly is a happy occasion where pupils sing and worship collectively, with some pupils contributing individually. These are good occasions that effectively promote the school's ethos and provide opportunities for pupils to contribute and reflect on their own and other people's lives and beliefs. Children under-five do not have enough opportunity to share moral values, experience awe and wonder or reflect quietly during their assemblies.

- 105 Work in a range of subjects, but especially in geography, religious education and philosophy, is enabling pupils to acquire knowledge and appreciation of their own and other cultures. The caring, supportive, friendly and encouraging ethos at the school fosters pupils' sense of self-esteem and also respect for others. This is a very strong feature of their moral and social development.
- 106 Well thought out principles of pupils learning 'to be individuals as well as members of many different communities' are the basis for pupils' personal, social, health education and citizenship education. The school aims to cover issues of making decisions, being active citizens, leading a healthy lifestyle and relationships and respect through its work in a range of subjects. It is largely successful in achieving these aims. Subjects such as philosophy, geography and ecology promote pupils' awareness of global citizenship and sustainable development well. Pupils learn to appreciate the need for a healthy lifestyle through lessons in movement, cookery and ecology and the strong emphasis the school gives to healthy eating.
- 107 There are good links with parents. The school has a voluntary board of advisors who work with the headteacher to develop the partnership with the local community. The organization of activities such as a mock election, the links with public bodies such as the police and the local church contribute well to developing citizenship.

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

**Grade 3: Good features outweigh shortcomings**

- 108 The school judged this key question to be a grade 2. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report because the good features do not significantly outweigh shortcomings. In some respects, the school does not comply with statutory requirements.
- 109 The school has a statutory obligation to register its care provision with Care Standards in Wales. An application has been made but registration has not yet been granted.
- 110 Overall, the quality of care, guidance and support for pupils is good. Classes are small; the headteacher and staff know pupils very well, and the quality of relationships encourages children to be confident and happy. Pupils with SEN are usually taught within the class and a small number is withdrawn weekly for effective specialist learning support.
- 111 There is strong partnership with parents who feel very involved in their child's education. As part of the induction for new nursery children, parents may stay with their children at the beginning of each daily session. Older pupils who join the school are made to feel welcome by a 'buddy' from the same class.
- 112 Teachers do not complete class registers in accordance with the Education (Pupil Registration) Regulations 1995. This makes it difficult for the school to monitor reasons for absence and review attendance accurately. There is too much reliance on informal record keeping and monitoring.

- 113 The school has a health and safety policy that includes procedures for ensuring pupils' well-being. The school has erected new gates, in response to concerns raised by HMI on a previous visit. Similarly, the school has responded to issues raised by CSIW; for example, improving the fence around the under-fives' play area. Staff carry out appropriate risk assessments, including assessing activities that take place away from school premises. There are enough staff with first aid qualifications. The Fire Authority inspected the school in 2001, and the new building this year, and judged that they complied with the necessary fire regulations. The school has not yet carried out the fire risk assessment to identify potential hazards, as required by the Welsh Assembly Government.
- 114 Lunch is cooked on the premises and is available for all pupils. The emphasis is on healthy eating. Pupils are encouraged to drink water throughout the day.
- 115 The school has a good clear policy for child protection that has been approved by the local education authority. The headteacher is the designated member of staff. However, while the staff know this is the headteacher's responsibility, the policy does not record the fact. The school has not yet arranged training for staff in child protection procedures.
- 116 The school identifies pupils' additional learning needs effectively and monitors their progress. The Early Years Partnership requires a school to have a written SEN policy based on the current Code of Practice. The school's policy does not meet that requirement. Most of the provision for pupils with SEN is good. In the best practice:
- the school diagnoses pupils' needs carefully;
  - pupils are well-integrated in the class and have suitable learning tasks;
  - teachers work together as a team to reinforce targets agreed in Individual Education Plans (IEPs);
  - additional learning support is of good quality;
  - the school liaises well with external specialist agencies such as the health, psychological and social services; and
  - the school keeps careful records.
- 118 There are shortcomings where:
- the school is uncertain about the requirements of the Code of Practice, particularly for children under-five;
  - teachers do not identify pupils' needs early enough in the nursery or key stage 1;
  - IEPs do not contain enough detail and do not set out educational learning objectives; and
  - pupils' records lack detail.

- 119 Most pupils behave well but, on a few occasions, some lose interest in the lesson activity particularly if the session is too long. The school has an anti-bullying policy and no evidence of bullying was seen during the inspection.
- 120 The school has developed a system of 'break reviews' where pupils are encouraged to discuss the play session together at the end of every break time. Pupils respond well and confidently share their troubles and opinions. Pupils confide in their teachers, knowing that they will investigate problems.
- 121 Pupils show very good attitudes towards each other and make sure that everyone is included in activities. The school celebrates diversity well and promotes good race relations and racial awareness. Pupils have equal opportunities and access to the school's range of activities; for example, the football team includes boys, girls and pupils with SEN. There is good physical and curricular provision for pupils with disability. The school has an action plan to meet the requirements of the new Disability Discrimination Act 2005.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

- 122 In its self-evaluation report, the school judged this key question as grade 2. The inspection team does not agree with this judgement, mainly because systems for managing the school are not as good as they should be.
- 123 The headteacher has succeeded in establishing a sense of common purpose and shared values among staff. There are positive relationships between all members of the school community. The staff understand the school aims, which are reflected in the school's supportive atmosphere, and all pupils feel safe and cared for. However, the school does not achieve its aim in respect of teaching and learning. Teachers do not link classroom activities closely enough to whole-school objectives or targets.
- 124 The day-to-day running of the school is smooth but lessons do not always start and finish on time. Although there is no formal school council for pupils, good relationships between pupils and staff allow pupils to influence some decisions. Staff often meet informally as well as in formal staff meetings every week. There are clear lines of management responsibility. Appropriate policy documents exist for most areas of school life but there is no policy on sex education.
- 125 Other than for the early years classes, teachers are mainly responsible for teaching their specialist subject throughout the school. These teachers generally do not share what they do enough with colleagues. Schemes of work and policies lack a common style or approach and omit important aspects, such as how the school should develop pupils' key skills. Subject co-ordinators do not pay enough attention to monitoring and evaluating standards.
- 126 The school works with the Monmouthshire Early Years Partnership. There are also links with a few local maintained and independent schools. In spite of this, the school has not taken up many opportunities for learning about good practice and recent developments.
- 127 The school development plan lacks detail or measurable targets. Business objectives exist for the school, but planning and priorities do not focus enough on raising standards or the quality of teaching.
- 128 A suitable staff appraisal system is beginning to identify the professional development needs of teachers. The headteacher regularly observes teachers in the classroom. There is a business training plan and team objectives. The school gained the 'Investors in People' award in 2004. However, limited in-service training hinders the impact of appraisal.
- 129 A board of advisers supports the headteacher. This has no legal standing, but members offer specialist financial and other advice. The advisers are actively involved in the life of the school and provide a good link with the local community.

- 130 The school complies with most of the Independent Schools Standards Regulations (2003). However, the headteacher is not aware enough of her legal obligations; for example, the need to register the school's care provision with Care Standards in Wales.

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

<b>Grade 4: Good features but shortcomings in important areas</b>
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- 131 The school's self-evaluation report correctly identifies some of the school's strengths and a few of the areas for improvement. However, the inspection team has given the school a lower grade for each of the seven key questions because the school has not been able to identify many of the shortcomings in each area. Overall, the school does not have effective processes for evaluating and improving the standards of pupils' work and the quality of teaching. The school does not have enough information about current good practice in teaching or the standards that pupils are achieving in other schools.
- 132 The headteacher wrote the self-evaluation report before the inspection and it was discussed with all staff. In some areas, she has taken the views of pupils, parents and the board of advisors and others into account but these views were not recorded or collated systematically. The headteacher monitors the quality of teaching but has not based the report on detailed, first-hand evidence of standards of pupils' work.
- 133 The headteacher awards pupils certificates for their work. However, weaknesses in assessment mean that the evidence on pupil achievement is generally not comprehensive enough to inform the planning for a specific lesson or for the school as a whole. Teachers do not use assessment information enough to plan for the different needs and ages of pupils within the same class or group. Teachers do not challenge some pupils enough.
- 134 The analysis of pupils' progress is not rigorous. The school does not make regular comparisons with other schools or national norms.
- 135 The school development plan identifies a small number of areas for improvement, but it lacks clear priorities or actions to improve educational standards and quality. There are no measurable targets or success criteria that would help the school judge the success of its actions. The school development plan also lacks timescales for action, staff responsibilities and details of cost.
- 136 The school has not addressed some issues, concerning assessment and planning, that were identified in the last nursery inspection.

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

### Grade 3: Good features outweigh shortcomings

- 137 The school judged this key question to be a grade 2. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, because the good features do not significantly outweigh the shortcomings in some teachers' knowledge and experience.
- 138 Staffing levels in the school are good, class groups are small and pupils have access to plenty of individual support. However, some teachers do not have enough recent and relevant knowledge or experience of the subjects and phases they are teaching. This has an adverse effect on standards. There is an effective team of administrative and housekeeping support staff who ensure the smooth running of the school.
- 139 The new building provides an attractive learning space with plenty of access to the outdoors. Some classrooms in the old building are very small, when the partitions are closed. Different classes use the partitioned area and, as a result, teachers do not provide a stimulating learning environment to suit each class. There are clean, adequate toilet facilities.
- 140 There is no school policy for display and in many classrooms, teachers do not improve the environment effectively with pupils' work. Pupils' work is not always displayed attractively for them to understand that their best work is valued.
- 141 The grounds, which extend to six acres of grass plus a hard play area, provide very good opportunities for outdoor learning. Different areas are set aside for the under-fives, for ball games, a garden and open play space.
- 142 There is no school library but classes have their own book areas. The school makes good use of the School Library Service. There are a number of computers in the school, including two in the nursery, but none has Internet access. Most classes have television and video recorders. The school is slowly acquiring appropriate books and resources but these are still quite limited. This restricts the variety of activities.
- 143 The nursery has enough resources for most activities but teachers do not always organize them so that children can make appropriate choices. The book area in the reception class is uninviting. There are too few multicultural resources in under-fives' classes. However, there is a good range of large play equipment outside.
- 144 The school uses the local community well to support pupils' learning. For example, during a swimming week at a local pool, everyone learned to swim. Pupils learn to play tennis at a local private court. They make visits to local places of interest for example to the Museum of Welsh Life at St Fagans. Visitors to the school who help add to the pupils' knowledge include, for example, representatives from the police force, road safety and the Sealed Knot Society.
- 145 The headteacher is responsible for the financial planning for the school. The school bursar maintains the accounts appropriately. The school relies on the income from

fees and the Government's Nursery Grant allocation. There is no annual report for parents about school activities and events. There is no specific budget allocation for subjects and areas of the curriculum. Requests from the staff for resources are considered on merit and are not linked to a school development plan. The provision and resourcing of the new building and improving the safety of the premises have been the most recent priorities. This work has improved the accommodation. Fees are low and the school provides value for money.

## **Standards achieved in subjects and areas of learning**

### **The Under-fives – Grade 3: Good features outweigh shortcomings**

#### **Language, Literacy and Communication Skills**

### **Under-fives - Grade 2: Good features and no important shortcomings**

#### **Good features**

146 Nursery and reception children:

- enjoy talking to each other and to adults;
- like to talk about what they are doing;
- can maintain a conversation for some time;
- listen very well to each other; and
- concentrate well when they listen to stories and ask about the pictures.

147 Most nursery children:

- follow a story in a picture book and retell it to themselves;
- talk to adults with confidence; and
- use a range of equipment to make marks, including pencils, crayons and paint.

Most reception children:

- like to learn and try using new words;
- discuss and describe shapes;
- begin to recognise some letter sounds and give examples of words beginning with the sound;
- begin to draw and copy letters; and
- like to choose books and retell the story to themselves and each other.

#### **Shortcomings**

148 Children do not always develop discussion about stories they hear in class.

## Personal and Social Development

### Under-fives – Grade 3: Good features outweigh shortcomings

#### Good features

149 All children:

- are confident and happy in their relationships with adults and each other;
- show good self-control in their play; and
- relate well to visitors.

150 Nursery and reception children:

- come into the nursery independently and are relaxed when their parents leave;
- show care for each other and spontaneously include SEN children in their talk and play;
- settle quickly to play with games they know;
- sit together and behave sensibly at meal-times and discuss what they are eating with each other;
- dress up and change their shoes independently;
- begin to take responsibility for personal hygiene in managing the toilet independently and washing their hands; and
- respond well to learning some Welsh vocabulary.

#### Shortcomings

151 Nursery and reception children:

- are sometimes uncooperative, when given an instruction;
- become too excited and call out; and
- allow their concentration to wander and they sometimes become restless, because they are not always fully engaged in play activities.

## Mathematical Development

### Under-fives – Grade 3: Good features outweigh shortcomings

#### Good features

152 Some nursery children:

- can count out objects;
- thread beads in a colour sequence;
- build a tower with bricks that decrease in size;
- match colours on a computer game; and
- complete a range of puzzles quickly and successfully.

153 Some reception children:

- count up to twelve objects with confidence;
- begin to understand the idea of giving change in their shopping game; and
- can recognise number symbols up to ten.

#### Shortcomings

154 Few children sort, count or order objects, in their play, or show that they know a range of number games and rhymes.

## Knowledge and Understanding of the World

### Under-fives – Grade 2: Good features and no important shortcomings

#### Good features

155 Nursery children:

- use a magnet to move a toy ladybird across a card;
- can control the mouse and use a computer with confidence and independence to play a game; and
- learn a lot about the seaside as they enjoy playing with sand and water on the 'Montessori beach'.

156 Reception children:

- examine snails and slugs with a magnifying glass, describing their bodies and how they move;
- learn about the creatures' habitats and what they eat;
- choose from a range of materials to build and decorate junk models;
- begin to understand that objects may float or sink; and
- recognise different familiar objects in a 'feely bag'.

### **Physical Development**

**Under-fives – Grade 2: Good features and no important shortcomings**

#### **Good features**

157 Nursery and reception children:

- show good hand control in holding pencils correctly, threading beads and cutting with scissors;
- roll and manipulate playdough well;
- use large apparatus to climb and slide with confidence and good body control;
- can use pedal bikes and scooters, making very good use of the large outdoor space;
- throw and catch balls and beanbags with some success; and
- move to music with awareness of their bodies.

### **Creative Development**

**Under-fives – Grade 3: Good features outweigh shortcomings**

#### **Good features**

158 In the nursery, most children:

- enjoy singing rhymes and songs they know;
- use a range of materials to make pictures, manipulate dough and build with construction toys;

- enjoy role play and dressing up in the 'Montessori beach' area; and
- create sea-creature dances to music.

159 Some reception children:

- use playdough well to make a snail;
- know how to join materials with glue and sticky tape; and
- can play and listen to the sounds of some instruments during a session outdoors.

### **Shortcomings**

160 Most children are not able to:

- use paint and other art materials in a variety of ways;
- create junk-models, without adult help;
- sing and recite a wide repertoire of well-known songs and rhymes; and
- enjoy listening to a wide range of sounds and styles of music.

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

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

### **Good features**

161 In key stages 1 and 2:

- pupils' standards in listening and speaking are very good;
- many pupils give confident and well expressed answers to teachers' questions, and make good contributions to the general class discussion;
- most pupils listen very well to each other;
- many pupils read confidently and competently, and some in both key stages read expressively;
- a few pupils write fluent and confident accounts, planning and organising their work well and making good use of a wide vocabulary; and

- some pupils have a good understanding of rules of grammar and use them accurately.

162 In key stage 1:

- pupils predict well what may happen next in a storyline; and
- use a wide range of vocabulary to build up story lines orally.

163 In key stage 2, some pupils:

- talk thoughtfully about books they read and about a taped extract from 'Under Milk Wood'; and
- write for a range of purposes or varied audiences; the best work of this work is thoughtful and expressive;

164 In this key stage, most pupils build a good understanding of a variety of texts, while around a third of the pupils spell confidently and accurately in tests, with a few achieving very high standards.

### **Shortcomings**

165 Too many pupils, especially in key stage 2, make little progress in developing their writing skills. These pupils do not:

- write clearly or at length;
- refine and improve their first efforts;
- think of new ideas or use their good oral vocabulary;
- present their work well; or
- adapt text to create a script.

<b>Mathematics</b>
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**Key Stage 1 – Grade 3: Good features outweigh shortcomings**

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

### **Good features**

166 In both key stages, most pupils:

- complete the calculations set for them correctly;

- record number work accurately;
- develop and use a suitable range of mathematical language; and
- describe their work with confidence and more able pupils explain their methods in detail.

167 Some pupils, also, respond well to mental work, while the more able pupils can illustrate data they have collected with accurate bar and tally charts.

168 In key stage 1, many pupils:

- understand place value well;
- count efficiently to 100 and back from 20;
- count accurately in twos, fives and 10s;
- understand even and odd numbers;
- develop good understanding of symmetry; and
- recognise and name simple two dimensional shapes confidently.

169 In key stage 2, most pupils:

- estimate and measure lengths accurately; and
- understand metric units and the importance of standard measures.

### **Shortcomings**

170 In both key stages, most pupils cannot use and apply mathematical knowledge effectively.

171 In key stage 1, pupils do not understand number patterns or solve problems.

172 In KS2, pupils do not:

- choose from a range of techniques or develop their own ideas to investigate mathematical problems; or
- use ICT enough for investigating data or for recording their work.

<b>Science</b>
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**Key Stage 1 – Grade 3: Good features outweigh shortcomings**

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

**Good features**

173 In both key stages, most pupils:

- recall scientific facts well and can explain them with confidence;
- have a good scientific vocabulary, for example, to describe the lifecycle of a butterfly;
- have a sound knowledge and understanding of materials and their properties and physical processes; and
- carry out practical work with enjoyment and understanding, recording their work appropriately.

174 In ecology lessons, pupils have a wide-ranging knowledge and understanding of life processes and of living things, particularly in relation to the wildlife of their surroundings. These pupils can identify and describe the vegetables they have planted in the vegetable garden.

**Shortcomings**

- 175 Pupils do not develop appropriate investigative skills. As a result, pupils do not understand the effect, on the outcome of an experiment, of changing certain factors, while keeping other factors the same.
- 176 Pupils do not use their ICT or numeracy skills effectively to handle scientific information or to present the results of their studies.
- 177 Older pupils do not form or test their own hypotheses, repeat measurements or draw conclusions on the basis of scientific understanding.

<b>Welsh Second Language</b>
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**Key Stage 1 – Grade 3: Good features outweigh shortcomings**

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

**Good features**

178 In both key stages:

- most pupils develop good pronunciation;
- some more able pupils hold a basic conversation with each other successfully;  
and
- many pupils are able to select vocabulary to label diagrams and drawings accurately.

### **Shortcomings**

179 Many pupils find it difficult to recall vocabulary, everyday greetings and simple questions accurately.

180 Pupils do not improve their skills, by completing written tasks accurately.

### **French**

181 The team did not observe lessons during the inspection and there was not enough evidence to grade the subject.

### **Design Technology**

182 The team did not observe lessons during the inspection and there was not enough evidence to grade the subject.

### **Information Technology**

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

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

#### **Good features**

183 Pupils of all abilities and ages:

- make good progress in developing their IT skills, knowledge and understanding;  
and
- can independently, fluently and confidently use the keyboard and mouse, log on, and open, save and print their work.

184 In KS1, pupils:

- create and use a database with the help of the teacher;
- change and add to the number of fields;
- enter into the database, information they have retrieved from an electronic encyclopaedia; and
- analyse, manipulate and interpret the data, using graphs and tables that are part of the programme.

185 In KS2, pupils:

- build effectively on their previous skills;
- cut and paste clipart, select different fonts and combine them to make an attractive design for tickets for a school drama; and
- evaluate their work thoughtfully, making suggestions for improvement.

### **Shortcomings**

186 Pupils do not develop their ability to use email or the Internet.

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

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

### **Good features**

187 Pupils in key stages 1 and 2 use illustrations in text books well to produce their own pictures of historical events.

188 In key stage 1, pupils take a keen interest and build up a sound knowledge of various historical topics.

189 Many key stage 2 pupils ask questions about how and why historical events developed as they did, and can provide basic explanations. These pupils show good recall and form opinions about historical topics they have studied.

## **Shortcomings**

- 190 Older and more able pupils in key stage 2 do not focus enough on causation and consequences in their written work.
- 191 Older pupils do not develop good independent enquiry and research skills.

## **Geography**

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

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

### **Good features**

- 192 Pupils have an appropriate understanding of the locality and use suitable geographical terms to describe the immediate area.
- 193 In key stage 2, most pupils:
- are well-informed about aspects of a topic on India;
  - compare and contrast, with understanding, aspects of their own lives and communities with those of another country; and
  - use graphs and maps competently to convey information.

### **Shortcomings**

- 194 Pupils do not develop enough knowledge and understanding of geographical themes across a range of places and environments.
- 195 Pupils make little use of ICT skills, for example, to analyse geographical information or record their work.

## **Art**

**Key Stage 1 - Grade 3: good features outweigh shortcomings**

**Key Stage 2 - Grade 3: good features outweigh shortcomings**

### **Good features**

- 196 In key stage 1, most pupils:
- know how to mix colours of paint appropriately; and

- show good control when drawing with charcoal, crayons and pens.

197 In key stage 2, most pupils:

- design Hindu hand patterns well;
- learn to cut shapes from sponge and card to make a successful printing block; and
- enjoy experimenting with paint colours to print effective moth shapes for stage scenery.

### **Shortcomings**

198 Too many pupils do not use a sketchbook effectively to show how their ideas have developed. These pupils do not develop the ability to produce work on a varied range of subjects.

199 Pupils' work shows little imagination or creativity.

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

**Key Stage 2 - Grade 2: good features and no important shortcomings**

200 In both key stages, pupils sing well with confidence and enthusiasm. Some can sustain very good tone and pitch in front of an audience.

201 In key stage 1, pupils:

- show good awareness of rhythm;
- have a grasp of simple notation;
- listen to music with interest; and
- can recognise some orchestral instruments such as the clarinet and violin, and can identify the sounds they make.

202 In key stage 2, pupils:

- know that music can be written on a staff and divided with bar lines,
- can identify quavers, minims and crotchets and know their rhythmic value;
- count in time to music and identify the strong beat of the bar;

- work in pairs to practise conducting in 4/4 time;
- enjoy listening to the piano; and
- discuss confidently the style of a piece of music and explain why it is a march.

203 Some pupils in key stage 2 learn to play instruments, such as the clarinet, and can accompany the hymn or song effectively in assembly.

## **Physical Education**

**Key Stage 1 - Grade 3: good features outweigh shortcomings**

**Key Stage 2 - Grade 2: good features and no important shortcomings**

204 During the inspection, lessons focussed on movement and games. The grades reflect the standards achieved in these aspects of physical education.

### **Good features**

205 In both key stages, pupils generally listen well to instructions. Most pupils make good progress in the lessons, learning new skills and techniques.

206 In key stage 1, most pupils:

- know how to warm up at the start and relax at the end of the lesson;
- bend and stretch their bodies; and
- can work successfully in pairs.

207 In key stage 2, most pupils:

- perform movement exercises competently and expressively;
- have good eye to hand coordination that enables them to develop movement skills;
- can throw a netball accurately, bounce-pass and catch; and
- working efficiently in pairs, groups and as a team.

### **Shortcomings**

208 In key stage 1, some pupils find it difficult to follow instructions and sustain the concentration needed to benefit from the movement lesson.

## Religious Education

**Key Stage 1 – Grade 3: Good features outweigh shortcomings**

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

### Good features

209 Most pupils develop a sound outline knowledge and understanding of Christian beliefs and festivals.

210 Many pupils show a good awareness of the values in religious stories and events they learn about.

211 Most pupils in key stage 2 begin to know how believers of other major faiths worship.

### Shortcomings

212 Many pupils do not understand concepts such as faith and belief, and the effect they have on how some people live and think.

## Drama

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

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

### Good features

213 When performing plays, most pupils develop a good understanding of the works, who wrote them and the main characters.

214 Many pupils respond quickly and effectively to teacher direction.

215 Most pupils give expressive performances and can contrast emotions well.

### Shortcomings

216 Some pupils are over-excited and portray actions and express emotions by shouting.

## Philosophy

217 The team did not observe lessons during the inspection and there was not enough evidence to grade the subject.

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

As a young school having received its first inspection we welcome acknowledgement of the strengths, the values and the ethos under which we operate. Most importantly the inspection report endorses our firm commitment to the individuality of each child and the positive atmosphere of support and inclusion that allows pupils to learn at their own pace.

The inspection team agreed that the school gives value for money.

An action plan will be put into place to address the recommendations on the report. Many of the matters needed to comply fully with the regulations for registration have now been addressed.

We are committed to raising standards and we take note of the areas where the inspectors recorded some shortcomings. Nevertheless the inspectors are aware that, drawn from a wide range of backgrounds, to date all pupils have obtained the required standard in order to gain entry to their first choice schools in the private system.

As the school grows we need to have more detailed planning and assessment documentation in order to ensure continuity and progression for each pupil and this is being developed with a view to implementation in the coming academic year.

Expansion of resources will assist the process of meeting the children's individual needs and we are in the process of developing a plan for the implementation of this recommendation.

It can be seen that we already recognise the value of self-assessment through our membership of Investors in People, nevertheless we will take on board the recommendation of the Inspection team for improvement of the self-evaluation process.

A copy of the school's action plan to meet the recommendations will be sent to all parents. An annual report to parents will update all interested parties on the progress we are making against the action plan.

## Appendix A

### Basic information about the school

Name of school	Llangattock School with Monmouth Montessori Nursery
School type	Independent primary
Age-range of pupils	3 -12
Address of school	Llangattock-Vibon-Avel Monmouth
Post-code	NP25 5NG
Telephone number	01600 772213
Proprietor and Headteacher	Mrs Rosemary Whaley
Date of appointment	September 1998
Lead inspector	Mrs Rosemary Lait HMI
Dates of inspection	20 - 22 June 2005

## Appendix B

### Primary 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	21.4	3	6	8	5	2	4	2	51.4

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	9	5.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	6:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	9
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection*				
Term	R	Key stage 1	Key stage 2	Whole School
Spring 2004	99	n/a	n/a	96
Summer 2004	98	n/a	n/a	95
Autumn 2004	98	n/a	n/a	97

\*figures as presented by the school, see key question 1.

Percentage of pupils entitled to free school meals	n/a
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix C

**No pupils were entered for National Curriculum Assessment Tests/Tasks.**

## Appendix D

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

Three inspectors spent a total of seven inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 38 lessons or part lessons;
- all classes;
- play sessions; and
- acts of collective worship.

Members of the inspection team had meetings with:

- staff, the board of advisors and parents before the inspection began; and
- the proprietor, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty-one responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held a post inspection meeting with the proprietor and staff.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Rosemary Lait HMI Reporting inspector	Key Questions 2, 4 and 7 Early years, French, music, art and physical education Recommendations
Alun Morgan HMI	Key Questions 1 and 3 English, Welsh, history, drama, philosophy and religious education
Meilyr Rowland HMI	Key Questions 5 and 6 Mathematics, science, design technology, information technology and geography
Rosemary Whaley Headteacher	School nominee

### Acknowledgement

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