

INSPECTION UNDER SECTION 10 OF
SCHOOL INSPECTIONS ACT, 1996

CAERLEON ENDOWED
INFANTS' SCHOOL

High Street
Caerleon
Newport
Gwent, NP18 1AZ

School Number: 680/3312

Date of Inspection: 3rd - 6th March, 2003

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REGISTERED INSPECTOR: WO50/15890

4th April, 2003

UNDER ESTYN CONTRACT NUMBER: T/152/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year-groups from the start of compulsory schooling to the age of eighteen is intended to ease communication among schools, governing bodies, parents and local education authorities and to emphasise the importance of continuity.

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 – the year-group who attain the age of eighteen during the academic year.

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage 1 of the National Curriculum consists of Y1 and Y2; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

1. **Very good** : many good features, some of them outstanding
2. **Good** : good features and no major shortcomings
3. **Satisfactory** : good features outweigh shortcomings
4. **Unsatisfactory** : some satisfactory work but shortcomings in important areas
5. **Poor** : many shortcomings.

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1. CONTEXT

The School and its Priorities

Caerleon Endowed Infants' School is situated on the B4236 road some three miles to the north-east of Newport and approximately four miles to the south-east of Cwmbran. It was originally founded in 1724 under the will of Charles Williams, a former wealthy resident of the town, and still benefits from the endowment set up in his name. The school currently holds voluntary aided status.

The present school building was erected in 1930 adjacent to buildings constructed at an earlier date. A new school hall and kitchen were added in 1988. Accommodation currently comprises five large classrooms in the main building and one large classroom and nursery in an adjacent block. There are also two demountable classrooms within the school grounds. The school occupies a site of considerable historical importance, lying on part of the Roman fortress of Isca Silurum. Roman baths, an amphitheatre and a museum lie almost directly opposite the site.

Currently, the school has a total roll of 272 pupils aged three to seven years, including fifty-one nursery children who attend on a part-time basis. Numbers have fluctuated slightly over the past four years.

In general terms, roughly half the area served by the school can be described as relatively prosperous, whilst the remainder is neither prosperous nor economically disadvantaged. Free school meals are received by only 1% of pupils, which is well below the national average for Wales. The annual intake comprises many able pupils.

Seven pupils are considered to have some form of special educational need, including one who is the subject of a formal statement.

English is the sole or predominant home language in all cases. No pupil comes from a Welsh-speaking home. Approximately 3% of pupils come from ethnic-minority families.

The school has a common set of aims with the adjacent junior school, which it has expressed as follows:

- to provide the best possible education for the children and to meet all special needs with the resources available;
- to help pupils to master scientific, mathematical and technological concepts;
- to assist the children in understanding the world around us;
- to encourage all pupils to enjoy the creative arts and to give many opportunities in different aspects of physical education;
- to enable the child to develop relationships with peers and adults and to

have respect for religious values, showing a tolerance for other opinions and cultures;

- to encourage the child to become a fluent and accurate reader and to assist him or her in communicating clearly and confidently in the spoken and written word;
- to provide happy schools where each child feels valued and secure and his or her contribution is celebrated;
- to teach Christian doctrine according to the Trust Deed creating an environment where children will be sensitively cared for and will respond by manifesting acceptable standards of behaviour and industry to the ethos and philosophy of the Endowed Schools;
- to welcome all parents and friends into the schools and to encourage and urge them to work in partnership and harmony with the teachers for the benefit of all the children.

No changes have been made to the type or age-range of the school in recent years. The present headteacher has been in post since 1st January, 1988.

The school was last inspected during the autumn term, 1997.

2. MAIN FINDINGS

The Main Findings of the Report

This is a very good school, with a highly capable and dedicated staff and exemplary leadership and management.

Educational Standards Achieved by Pupils

- * During the inspection, standards of educational achievement were satisfactory or better in approximately 97% of the lessons seen, including 72% where they were good and 14% where they were very good. Standards were unsatisfactory in some 3% of lessons.
- * Appropriate provision is made for children under five years of age. Standards achieved in the six areas of learning are currently the following:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Very Good	Very Good
Personal and Social Development	Very Good	Very Good
Mathematical Development	Very Good	Very Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Good
Creative Development	Good	Good

- * Standards achieved by pupils at Key Stage 1 are shown below:

Subject	KS1
English	Very Good
Mathematics	Very Good
Science	Good
Welsh (as a second language)	Good
Design and Technology	Satisfactory
Information Technology	Good
History	Good
Geography	Good
Art	Satisfactory
Music	Good
Physical Education	Good

- * There are also good features to work in design and technology in Year 2 and in observational drawing in Years 1 and 2, whilst work in Welsh displays several very good features throughout the school.
- * In geography, very good standards are achieved in mapping.
- * National Curriculum assessment conducted by teachers last summer showed that, at the

end of Key Stage 1, all pupils achieved Level 2 or above in reading, writing, mathematics and science, and 91% in speaking and listening.

- * The percentage achieving the higher grade of Level 3 was also above — and, in most cases, very considerably above — the national average for Wales.
- * No significant differences were observed between the performance of boys and girls.
- * In applying their key skills across the curriculum, pupils achieve good standards in number, and information and communications technology, and very good standards in speaking, listening, reading and writing.

Ethos of the School

- * Very good provision is made for the spiritual, moral, social and cultural development of pupils. Values taught by the school are well reflected in pupils' kind and caring attitudes and behaviour.
- * Standards of behaviour and attitudes to learning are very good throughout the school. Pupils are courteous and friendly, and relate well to staff, visitors and each other. Relationships are very good and contribute significantly to pupils' self-esteem and confidence.
- * Satisfactory rates are achieved for attendance. Punctuality is consistently good. The school, however, is rightly concerned about the number of parents who take their children on holiday during term time. Guidelines are correctly followed, but absences have an adverse effect on the continuity of pupils' education and depress the overall rates achieved by the school.

Quality of Education

- * During the inspection, the quality of teaching was satisfactory or better in approximately 96% of the lessons observed, including 62% where it was good and 13% where it was very good. Some unsatisfactory teaching, amounting to just under 4% of lessons, took place in the lower part of Key Stage 1.
- * Teachers, in general, have high expectations of pupils, both in terms of behaviour and learning. Pupils respond accordingly and make every effort to please their teachers.
- * Very good teaching is characterised by excitement and innovation and ensures that maximum challenge is provided for pupils.
- * Procedures for assessing, recording and reporting on pupils' work are very good throughout the school.
- * Pupils throughout the school receive a broad, well-balanced curriculum, the quality of which is very good overall.

- * The curriculum for children under five years of age is well planned and successfully promotes the desirable outcomes for learning. Children are given an appropriate variety of experiences and opportunities, which provide a good foundation for future learning and progress.
- * Suitable policies and schemes of work are in place for all subjects and provide good guidance for teachers. Appropriate attention is paid to National Curriculum programmes of study.
- * Due attention is given to the *cwricwlwm Cymreig*.
- * Good provision overall is made for the support, guidance and welfare of pupils, although some health and safety matters require early attention, particularly the lack of toilet facilities in the two demountable classrooms and dining arrangements during the midday break.
- * Approximately 3% of pupils have been identified as having some form of special educational need, a figure well below the national average for Wales. Fewer than 1% have needs which are particularly challenging. Policies and procedures comply with the new national Code of Practice. Good overall provision is made.
- * A good partnership overall has been established with parents, the local community, and other schools and institutions. Very good relationships exist with parents, who provide strong support for the school and make a significant contribution to the standards achieved by their children.
- * Good progress has been made in developing effective links with industry. The headteacher and staff recognise the benefits produced by a successful partnership with industry and are committed to further developing work in this area.

Management

- * Very good procedures have been established to enable the school to evaluate its own work and to plan for improvement.
- * Leadership and efficiency are very good overall. The governors, headteacher and staff work closely together to provide clear direction for the life and work of the school. Aims and objectives are rigorously pursued and are largely achieved.
- * The headteacher has a strong sense of purpose and a clear vision for the development of the school.
- * Clear guidelines in every area of school life have resulted in the establishment of a well-ordered, work-orientated community, in which Christian values and teachings figure prominently. The headteacher knows each child well and takes a keen interest in the individual progress of each pupil. High standards are expected in both work and discipline.

- * Close team work, combined planning and the development of staff expertise form the basis of successful management strategies.
- * The deputy headteacher is a good role model for teaching and works closely with the headteacher in the management of staff and the curriculum.
- * A well-established system is in place for monitoring standards of teaching and learning. Curriculum co-ordinators play a significant role in the process and carry out their duties conscientiously. Due emphasis is placed on scrutinising teachers' planning, examining pupils' books, retaining samples of work, directly observing classroom practice and setting targets for improvement.
- * The governing body performs its duties well and maintains effective oversight of the curriculum. Financial management is sound.
- * Day-to-day administration is smooth and efficient.
- * Good provision has been made in terms of staffing and resources. Accommodation, although good overall, has some unsatisfactory features. No toilet provision has been made in the demountable classrooms. Pupils have to cross the playground in all weather conditions to use facilities in the main building. Present arrangements are unsatisfactory and pose a health and safety risk.
- * At lunchtime, pupils are taken in large numbers across the junior-school playground, without adequate supervision, to use dining facilities in the adjacent junior school. The room concerned is very cramped and generally very cold, as the doors are left open. Arrangements are unsatisfactory, both from the point of view of health and safety and the social development of pupils.
- * The school is cleaned to a high standard and kept in a good state of repair. Colourful displays help to enhance the environment.

Progress since the Last Inspection

- * Good progress overall has been made in dealing with key issues from the last inspection, although the governors have not yet taken effective action in one matter relating to accommodation, supervision and safety.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection, standards of educational achievement were satisfactory or better in approximately 97% of the lessons seen, including 72% where they were good and 14% where they were very good. Standards were unsatisfactory in some 3% of lessons.

- * Nursery children achieve good standards overall in knowledge and understanding of the

world; physical development; and creative development; and very good standards in language, literacy and communication skills; personal and social development; and mathematical development.

- * At reception level, standards are good overall in knowledge and understanding of the world; physical development; and creative development; and very good in language, literacy and communication skills; personal and social development; and mathematical development.
- * At Key Stage 1, standards are satisfactory overall in design and technology, and art; good in science, Welsh, information technology, history, geography, music and physical education; and very good in English and mathematics.
- * There are also good features to work in design and technology in Year 2 and in observational drawing in Years 1 and 2, whilst work in Welsh displays several very good features throughout the school.
- * In geography, very good standards are achieved in mapping.
- * National Curriculum assessment conducted by teachers last summer showed that, at the end of Key Stage 1, all pupils achieved Level 2 or above in reading, writing, mathematics and science, and 91% in speaking and listening.
- * The percentage achieving the higher grade of Level 3 was also above - and, in most cases, very considerably above - the national average for Wales.
- * No significant differences were observed between the performance of boys and girls.

3.2 Standards Achieved in Key Skills across the Curriculum

In applying their key skills across the curriculum, pupils achieve good standards in number, and information and communications technology, and very good standards in speaking, listening, reading and writing.

- * Listening skills are very well developed and consistently applied across the curriculum. Pupils throughout the school listen intently to their teachers, understand what is required of them, and confidently ask and answer questions. They pay careful attention to each other's contributions, and benefit, in particular, from discussion during circle times and plenary sessions.
- * Pupils are articulate and confident in their speech, and readily share their experiences, ideas and opinions. They use appropriate vocabulary and subject terminology to explain their work, and organise themselves well and speak freely during role-play.
- * Reading skills are very well applied to collect and extrapolate information for topic work and to promote learning in a variety of subjects. All pupils display clear enjoyment of literature.

- * Regular opportunities are provided for writing in most areas of the curriculum. Work is well presented and includes different types of writing, such as recipes in cooking, invitations in religious education, and labelling in science.
- * Effective use is made of mathematical skills in work in a variety of subjects. Pupils apply data-handling skills to record and display findings in science and geography, and make good use of diagrams, tables, charts and block graphs across the curriculum. Counting skills are well applied in Welsh, science and gymnastics. Timescales are well understood in history. Good use is made of co-ordinates in geography and of measurement skills in design and technology.
- * Pupils throughout the school use their skills in information and communications technology to support learning in various subjects, and make confident use of computers for word-processing and recording evidence in English, mathematics, science and geography. Good use is made of the Internet for research, especially in geography and history.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Very good provision is made for the spiritual, moral, social and cultural development of pupils.

- * Arrangements for daily worship comply with statutory requirements.
- * Emphasis is placed throughout the curriculum on developing a sense of awe and wonder of the world.
- * Good use is made of circle times and stories to encourage discussion of moral issues.
- * Warm, caring relationships exist between teachers and pupils. Children feel secure, and grow in maturity and self-confidence.
- * Values taught by the school are well reflected in pupils' kind and caring attitudes and behaviour.
- * Appropriate respect is shown for people, living things and the environment in general.
- * Nursery children settle quickly into their new environment, and work and play happily and confidently together.
- * Older pupils collaborate well with each other, sharing thoughts and ideas in group work and participating successfully in dialogue and role play.
- * Minor duties such as acting as the *helpwr heddiw* are carried out with responsibility and enthusiasm.

- * Practical care is shown for others, both in the local community and further afield. Many charities benefit from pupils' fund-raising activities.
- * Extracurricular activities such as country dancing and recorders help to provide opportunities for social interaction as well as promoting individual skills.
- * Very good attention is paid to the *cwricwlwm Cymreig* in all classes. Full advantage is taken of the richness of the locality in subjects such as history and geography, whilst, in art, pupils are gradually introduced to the work of Welsh artists in a meaningful and innovative way. Good knowledge is shown of Welsh songs in music. Welsh is used incidentally throughout the school day.
- * An appropriate introduction is given to other faiths and cultures. Books around the school encourage pupils to read about aspects such as the Chinese New Year.

4.2 Behaviour and Attitudes

Standards of behaviour and attitudes to learning are very good throughout the school.

- * Almost all members of staff expect high standards of behaviour and adopt a calm, consistent approach to discipline. Pupils respond accordingly and strive to fulfil their teachers' expectations. The school is a happy, caring, ordered, self-disciplined community.
- * From their earliest days in the nursery, children quickly learn what is expected of them. Learning takes place in a calm and supportive environment. Nursery staff show very good skills in helping children to understand simple rules and routines.
- * Pupils are courteous and friendly, and relate well to staff, visitors and each other. Relationships are very good and contribute significantly to pupils' self-esteem, attitudes and behaviour.
- * Very good behaviour is evident not only in lessons but also in morning worship, playground games and movement around the building. Pupils are proud of their school and treat the buildings and grounds with care and respect. Behaviour remains very good even during the midday break, when dining arrangements are far from ideal.
- * The school has an effective policy to promote good behaviour, which is fairly and consistently implemented. "Golden rules" are relevant and simple, and clearly understood by pupils.
- * Classroom rules have been devised in consultation with pupils and seek to promote mutual respect and responsibility, in accordance with the ethos and aims of the school.
- * Pupils display very positive attitudes both to work and play. They listen carefully to their teachers, co-operate willingly with each other, and undertake tasks with interest and

concentration. All take appropriate pride in their achievements.

- * Good behaviour and effort are celebrated both in the classroom and assemblies. Staff use praise to maximum effect to support and encourage pupils throughout the school day. The youngest children, in particular, take a delight in stickers for good effort and conduct.
- * Strong emphasis is placed on values such as kindness, tolerance and fairness. The headteacher and staff take a serious view of unacceptable behaviour and have effective procedures in place to deal with bullying, racism or other inappropriate conduct. No such instances were observed during the inspection.
- * Consistently high standards of behaviour and very good attitudes to learning make a major contribution to standards of achievement and help to produce a calm, pleasant, civilised atmosphere throughout the school.

4.3 Attendance

Satisfactory rates are achieved for attendance. Punctuality is consistently good.

- * In the three terms immediately preceding the inspection, the average rate of attendance was 94%, with no instances of unauthorised absence.
- * Pupils are keen to attend school and usually arrive in good time each day. A prompt start is generally made to lessons.
- * Registration is conducted efficiently and complies with the requirements of Circular 3/99 of the National Assembly for Wales.
- * Effective procedures are in place to encourage good attendance and punctuality, and to ensure that absences are properly explained. Rates are carefully monitored by the headteacher, and follow-up action is taken where necessary.
- * The school is rightly concerned about the number of parents who take their children on holiday during term time. Guidelines are correctly followed, but absences have an adverse effect on the continuity of pupils' education and depress the overall rates achieved by the school.
- * No formal targets have been set for improvement, although the high priority the school gives to punctuality and attendance is frequently made known both to parents and pupils.
- * Regular and effective liaison is maintained with the education welfare officer.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection, the quality of teaching was satisfactory or better in approximately 96% of the lessons observed, including 62% where it was good and 13% where it was very good. Some unsatisfactory teaching, amounting to just under 4% of lessons, took place in the lower part of Key Stage 1.

- * Relationships with pupils are exemplary in all classes.
- * Nursery children make a very good start to learning and receive a wide range of activities suitable to their age and development. Learning takes place in a bright, attractive, stimulating environment.
- * Children in the reception class make good or better progress in each of the six areas of learning, largely as a result of well-established routines, effective group work and careful attention to the development of literacy skills.
- * Throughout the school, very good awareness is shown of the individual needs of each pupil. One-to-one support is a strong feature of work in all classes.
- * Tasks are generally well matched to pupils' needs and abilities.
- * Teachers, in general, have high expectations of pupils, both in terms of behaviour and learning. Pupils respond accordingly and make every effort to please their teachers.
- * The quality of learning is good and makes a major contribution to standards of achievement across the curriculum.
- * All teachers display a good knowledge of the subjects they teach and undertake joint planning to ensure that pupils in each year-group receive a balanced programme of work. Close team work is another major strength of the school. Planning is firmly based on appropriate guidelines.
- * Staff regularly update their skills by attending in-service training courses and conferences.
- * Good overall teaching in literacy and number work ensures that pupils are provided with appropriate challenge.
- * Linguistic skills are developed through sound questioning techniques and the introduction of suitable vocabulary in each subject.
- * An appropriate balance is generally maintained between group work and class teaching, although younger pupils are occasionally kept sitting on the carpet for too long a period before the commencement of tasks.
- * Co-ordinators, in most instances, provide good support for teaching and learning in their subjects.

- * Very good support is received from nursery nurses, all of whom work closely with teachers and make an exemplary contribution to pupils' learning and progress.
- * Good use is made of educational visits and environmental studies to extend the knowledge and understanding of pupils.
- * Learning is appropriately reinforced by simple homework tasks.
- * Very good teaching is characterised by excitement and innovation and ensures that maximum challenge is provided for pupils.
- * Expectations of pupils decline in one instance in the lower part of Key Stage 1 where teaching is unsatisfactory. Standards of discipline and learning deteriorate on such occasions.

5.2 Assessment, Recording and Reporting

Procedures for assessing, recording and reporting on pupils' work are very good throughout the school.

- * The school has detailed policy documents on assessment, which take full account of national recommendations and are used effectively to guide planning at all levels.
- * A baseline profile is drawn up of each child's attainments on entry to the school. Good use is made of the information to ensure that work is properly matched to individual needs and abilities.
- * Progress is continuously and systematically assessed throughout Key Stage 1. Pupils are given commercially produced tests each year to determine attainments in reading, mathematics and spelling. Targets are then set for further improvement, both for groups and individual children.
- * Procedures to identify special educational needs are generally accurate and consistent.
- * The achievements of each pupil in English, mathematics and science are measured against National Curriculum levels of attainment and meticulously recorded on the school's tracking system. Information is carefully analysed to predict levels of achievement by the end of the key stage and to plan appropriately for individual needs. Steps are now being taken to extend this highly successful initiative to other areas of the curriculum.
- * Year-group portfolios of moderated work in English, mathematics and science serve as good benchmarks for teachers and help them to make accurate assessments of standards.
- * Marking is of very good quality. The "closing-the-gap" system, recently introduced in writing, tells pupils what they should do to improve the quality and style of their written work and assists in the development of thinking. In other subjects, marking provides clear guidance for pupils and is consistent, constructive and informative.

- * Teachers provide very good support when marking work alongside pupils and put forward useful suggestions for improvement.
- * Good use is made of plenary sessions to help teachers assess progress against the aims and objectives of lessons.
- * Pupils are given an individual target card each day to act as an *aide-mémoire* to enable them to check their personal progress.
- * From the reception class upwards, pupils are given time to reflect on what they have learned each week and to record the information in a personal learning diary. By the end of Year 2, pupils are able to make entries for themselves without adult prompting or assistance.
- * Three meetings are held each year to enable parents to discuss their children's progress with teachers.
- * Annual reports comply with statutory requirements and provide a detailed record of pupils' achievements.

5.3 Curriculum

Pupils throughout the school receive a broad, well-balanced curriculum, the quality of which is very good overall.

- * The curriculum for children under five years of age is well planned and successfully promotes the desirable outcomes for learning. Children are given an appropriate variety of experiences and opportunities, which provide a good foundation for future learning and progress.
- * Pupils at Key Stage 1 follow a relevant, properly-balanced curriculum which complies with statutory requirements. All subjects receive an appropriate allocation of time.
- * Suitable policies and schemes of work are in place for all subjects and provide good guidance for teachers. Appropriate attention is paid to National Curriculum programmes of study.
- * Whole-school planning places due emphasis on the development of key skills. Good use is made of information and communications technology as a tool for reinforcing and extending pupils' learning in other areas of the curriculum.
- * Joint planning within year-groups helps to secure continuity and progression, as well as ensuring that pupils have equal access to all areas of the curriculum.
- * Provision for personal and social education follows guidance from the Qualifications, Curriculum and Assessment Authority for Wales and is very good overall. Effective use

is made of circle times to develop appropriate attitudes and behaviour. The school is also part of the Healthy Schools Initiative.

- * Good attention is given to the *cwricwlwm Cymreig*.
- * Extracurricular activities, visits to places of interest, community links and talks by visitors considerably enhance the curriculum and help to extend pupils' knowledge and understanding.

5.4 Support, Guidance and Pupils' Welfare

Good provision overall is made for the support, guidance and welfare of pupils, although some health and safety matters require early attention.

- * The headteacher and staff have successfully created a caring, supportive environment where pupils feel secure and valued.
- * Staff know pupils well and effectively monitor their academic progress, social development and personal well-being.
- * An effective programme has been drawn up for personal and social education covering aspects such as health, hygiene, and personal and emotional well-being. Staff attach considerable importance to this area of work and deliver topics with much tact and sensitivity. Activities during circle times contribute significantly to pupils' confidence and self-esteem.
- * Significant benefits have been gained from participation in the Healthy Schools Initiative. Pupils have derived much enjoyment from the experience.
- * Successful policies are in place to promote racial equality, social inclusion and equal opportunities for all pupils.
- * The school has adopted the local education authority's policy on child protection. Procedures are properly understood and implemented by all members of staff.
- * An appropriate policy has been drawn up on health and safety. Regular monitoring takes place by the headteacher, staff and governing body, although there are serious shortcomings in the following two areas:
 - (a) the lack of toilet facilities in the two demountable classrooms;
 - (b) dining arrangements during the midday break.

5.5 Provision for Pupils with Special Educational Needs

Overall, good provision is made for pupils with special educational needs.

- * Approximately 3% of pupils have been identified as having some form of special

educational need, a figure well below the national average for Wales. Fewer than 1% have needs which are particularly challenging.

- * Policies and procedures comply with the new national Code of Practice.
- * Learning difficulties are identified at an early age.
- * Good liaison takes place between the special-needs co-ordinator and various external agencies. High-quality advice and support are received.
- * Work is well matched to individual needs and abilities, especially in the core subject of English, mathematics and science.
- * Good support is received from two nursery nurses, one of whom is trained to provide additional help in mathematics and the other in literacy.
- * All pupils are fully integrated into the ordinary life of the school.
- * Progress overall is good and commensurate with pupils' abilities.
- * The demountable classrooms provide unsatisfactory access for pupils with a physical disability.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Overall, a good partnership has been established with parents, the local community, and other schools and institutions. Work in this area shows some very good features.

- * Very good relationships exist with parents, who, in general, are highly supportive of the school and value the ready access they have to the headteacher and staff. Many particularly appreciate the warm welcome they receive whenever they visit and the strong emphasis the school places upon high standards of behaviour and achievement. The vast majority have readily entered into a formal home-school agreement.
- * Nursery staff work diligently to provide parents with information and offer them opportunities to become involved in their children's education. A strong sense of partnership is encouraged from the outset.
- * Information is very good overall, both in quality and frequency. Weekly newsletters keep parents well informed about the life and work of the school including curriculum matters. The school prospectus is properly updated to ensure that all statutory requirements are met, and regular meetings are held with parents to discuss their children's work and progress. The annual report of the governing body is both interesting and informative.
- * An active parents' association provides a very good link between home and school and makes a significant contribution to the life and work of the school. Fund-raising and social events enhance links with the community and provide a valuable extra source of

income. Monies are well used to provide additional resources and to enhance the learning environment for all pupils. Particular benefit has been gained from an exciting and stimulating range of playground apparatus and equipment.

- * Many parents and friends freely give of their time helping out in the classroom and accompanying pupils on educational visits. They make an important contribution to pupils' learning and standards of achievement, which is greatly valued by staff.
- * Good use is made of the expertise and knowledge of the local community to enhance pupils' understanding. Members of the community regularly visit the school to talk about their occupations and experiences.
- * The school regularly supports civic, cultural, environmental and charitable projects.
- * Very good links have been forged with the nearby parish church, which holds the school in high regard and values the contribution it makes to worship and the life of the community.
- * A close and effective partnership has been established with the adjacent junior school. Curriculum links are developing well, especially in English, mathematics and science. Regular meetings between staff, joint in-service training, the sharing of resources, and bridging arrangements between Year 2 and Year 3 help to promote continuity in learning for pupils. Good arrangements are made for transfer at the end of Key Stage 1, so that pupils can look forward to their new school with confidence and enthusiasm.
- * Successful partnerships have been formed with several establishments of further and higher education, including the University of Wales Newport, which is sited close to the school. Training facilities are regularly provided for nursery nurses and student teachers. Students from local secondary schools also undertake work experience at the school.
- * Pupils benefit considerably from the school's partnership arrangements as a whole, particularly in terms of learning, motivation, and personal development and progress.

5.7 Partnership with Industry

Good progress has been made in developing an effective partnership with industry.

- * The school has produced a useful policy document on links with industry and adopted appropriate strategies to raise the economic and industrial awareness of pupils.
- * Good use is made of links with a number of organisations to give pupils an insight into the world of work and to support studies in several areas of the curriculum.
- * Visits to a variety of retail, commercial and industrial undertakings, such as shops, supermarkets, a bakery, health centre and dentist's surgery, have helped pupils to acquire an understanding of various occupations and to gain first-hand knowledge of different working environments.

- * Talks by visitors such as the school-crossing-patrol officer, nurse, and ambulance, fire and police personnel, as part of the "People Who Help Us" topic, have had a positive effect on pupils' learning and stimulated much interest and enthusiasm.
- * Valuable links have been made with professional authors, artists, actors and musicians. A large-scale mosaic in the school playground, which pupils have produced with the help of visiting artists, has received much critical acclaim.
- * Good support is received from several local businesses, which provide regular assistance with fund-raising activities and view the school in a very positive light.
- * Effective liaison takes place with external agencies such as the Education Business Partnership, and Education and Learning in Wales.
- * The school has gained the Investors in People award.
- * Several teachers are keen to undertake placements in industry with a view to enriching the curriculum and enhancing their professional development.
- * The headteacher and staff recognise the benefits produced by a successful partnership with industry and are committed to further developing this area of work.
- * Links already established have made a significant contribution to pupils' learning, motivation and standards of achievement.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Very good procedures have been established to enable the school to evaluate its own work and to plan for improvement.

- * The school has undertaken a comprehensive review of all aspects of work and drawn up a comprehensive three-year plan for further development and improvement.
- * Progress is regularly reviewed by the headteacher, staff and governors. Appropriate records are kept of meetings.
- * Very good use is made of National Curriculum assessment and other tests to identify areas for improvement. Targets have been set for individual pupils, specific groups and the school as a whole.
- * All teachers have job descriptions setting out their duties and responsibilities. Good use is made of in-service training to help staff develop professionally and meet the needs of the school. Performance is regularly reviewed and assessed.

- * Subject co-ordinators provide good advice and support for their colleagues.
- * All but one of the key issues in the last inspection report have been fully addressed.

6.2 Leadership and Efficiency

Leadership and efficiency are very good overall. The governors, headteacher and staff work closely together to provide clear direction for the life and work of the school.

- * Aims and objectives are rigorously pursued and are largely achieved.
- * The headteacher has a strong sense of purpose and a clear vision for the development of the school.
- * Clear guidelines in every area of school life have resulted in the establishment of a well-ordered, work-orientated community, in which Christian values and teachings figure prominently.
- * The headteacher knows each child well and takes a keen interest in the individual progress of each pupil.
- * High standards are expected in both work and discipline.
- * Close team work, combined planning and the development of staff expertise form the basis of successful management strategies.
- * Annual staff appraisal sessions provide a good forum for discussion, self-improvement and target-setting.
- * The deputy headteacher is a good role model for teaching and works closely with the headteacher in the management of staff and the curriculum.
- * Major managerial decisions are discussed with a senior management team, which meets on a monthly basis.
- * A well-established system is in place for monitoring standards of teaching and learning. Curriculum co-ordinators play a significant role in the process and carry out their duties conscientiously. Due emphasis is placed on scrutinising teachers' planning, examining pupils' books, retaining samples of work, directly observing classroom practice and setting targets for improvement.
- * The governing body performs its duties well and maintains effective oversight of the curriculum. Financial management is sound. Two matters from the last report still remain unresolved in relation to the building.
- * Day-to-day administration is smooth and efficient.

6.3 Staffing, Accommodation and Learning Resources

Good provision has been made in terms of staffing and resources. Accommodation, although good overall, has some unsatisfactory features.

- * The school is well staffed for the present number of pupils on roll. All teachers are appropriately qualified to teach the National Curriculum.
- * Non-teaching staff and parent helpers provide good levels of support and, in the main, are effectively deployed.
- * Good systems are in place for continuous professional development, including the induction of newly-appointed teachers.
- * Staff regularly disseminate information gained from attendance at courses.
- * Accommodation is adequate for current pupil numbers, although the floor area of classrooms varies considerably. Colourful displays help to enhance the environment.
- * Good provision has been made for outdoor play. Playgrounds are furnished with attractive equipment and are marked out for games. Care is taken to ensure that they are kept litter-free.
- * Nursery children have access to a secure area, with suitable equipment and apparatus.
- * The school is cleaned to a high standard and kept in a good state of repair.
- * No toilet provision has been made in the demountable classrooms. Pupils have to cross the playground in all weather conditions to use facilities in the main building. Present arrangements are unsatisfactory and pose a health and safety risk.
- * At lunchtime, pupils are taken in large numbers across the junior-school playground, without adequate supervision, to use dining facilities in the adjacent junior school. The room concerned is very cramped and generally very cold, as the doors are left open. Arrangements are unsatisfactory, both from the point of view of health and safety and the social development of pupils.
- * Learning resources are appropriate to the different ages and needs of pupils, and are good both in quantity and quality. Some are shared between classes, without any apparent problem. All are well organised and easily accessible. Those stored centrally are clearly labelled.
- * Listening centres and computers have been provided for every classroom. A whiteboard has been installed in the hall, but is not always available because of the need to use the area for other activities such as music and physical education.
- * No school library has been provided, although books are well displayed in classrooms

and around the school.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children under Five

Appropriate provision is made for children under five years of age. Good or better standards are achieved in all areas of learning.

i. Language, Literacy and Communication Skills

Standards in language, literacy and communication skills are very good overall.

Good Features

- * Children in the nursery are given a wide range of experiences which effectively promote the development of early literacy skills.
- * From the outset, children are encouraged to listen carefully to stories and to participate in nursery rhymes and action songs. Most readily join in discussions and respond enthusiastically to questions.
- * Exciting and meaningful role-play stimulates speech and encourages good social interaction.
- * At reception level, children listen attentively, both to their teachers and each other. The majority speak clearly and talk confidently to visitors. Good use is made of an appropriate range of vocabulary to express thoughts and ideas. Overall, speaking and listening skills are very good at this level.
- * Nursery children enjoy books and are able to work out picture clues. "Big Books" are well used to arouse interest and reinforce learning. Many children are able to choose their favourite stories.
- * Reception children make good, steady progress in reading and can recognise the initial letters of words. Confident use is made of contextual clues as well as pictures to decipher simple text. High-achieving children make good use of word-building skills. Regular use is made of "Big Books" to acquaint children with repetitive words and phrases.
- * Activities such as colouring, painting, cutting and pasting help nursery children to develop good hand-eye co-ordination. Good use is made of role-play to enable children to realise the importance of mark-making and to experiment with implements. During the inspection, good attempts were made to hold crayons and pencils correctly. Many

children were able to write simple letters to "Mum".

- * Very good progress is made in writing at reception level. Work consists of a mixture of copying and independent writing. Letters are well spaced and properly formed, and simple phonic words are spelt correctly. Able children show growing awareness of full-stops and capital letters.

Shortcomings

- * Some restlessness occurs on occasions when reception children are required to sit for too long during class literacy sessions.
- * Sufficient emphasis is not always placed on adult intervention and support during role play.

ii. Mathematical Development

Standards in mathematical development are very good overall.

Good Features

- * Very good progress is made by nursery children. Many can count up to twenty, sort objects by colour and size, recognise simple shapes, and play number games sensibly and correctly. Higher-achieving children can sequence correctly to produce a pattern and show good understanding of terms related to size.
- * Progress is also very good at reception level, where children can count in ones to 100, and in twos to 20, and can complete simple sums involving addition. Good understanding is shown of shape and pattern work, and a growing awareness is being acquired of the meaning of symbols. Figures are well formed, and concepts absorbed through constant reinforcement and practice. Good use is made of role-play to foster understanding of money. Staff constantly reinforce use of correct terminology.

Shortcomings

- * Reception children are occasionally confronted with too much apparatus. Time is sometimes wasted in finding correct symbols or numbers.
- * Follow-up activities at reception level are not always properly prepared. Higher-achieving children are not always stretched to the full extent of their abilities.

iii. Personal and Social Development

Very good standards are achieved in personal and social development.

Good Features

- * Nursery children can put on their coats and dress themselves after physical activities.

Personal hygiene and health are constantly reinforced. Children share toys and equipment amicably with one another, and willingly take turns in all areas of the curriculum.

- * Very good co-operation takes place between reception children, who share ideas freely in group work and make sensible predictions in sinking and floating activities. Clear understanding is shown of the difference between right and wrong, and the need for kindness and consideration for each other. Concepts are strongly reflected in children's attitudes and behaviour.

Shortcomings

- * No significant shortcomings were observed.

iv. Knowledge and Understanding of the World

Standards in developing children's knowledge and understanding of the world are good overall.

Good Features

- * At nursery level, good attention is paid to the development of the senses. Children learn about changes in themselves and in nature around them. Talks by visitors, interest tables and walks around the school all contribute to stimulating the senses and enriching children's experiences. All children grow and observe plants, cook on a regular basis and make frequent use of the computer.
- * Reception children are gaining a good understanding of farming through topic work embracing scientific, historical and geographical aspects. Good awareness is shown of changes in farming and of foods which help to promote healthy growth and development.

Shortcomings

- * Children are not always given sufficient time to investigate artefacts for themselves.

v. Creative Development

Good standards are achieved in creative development.

Good Features

- * Children in both age-groups are given experiences with a wide range of activities including painting, printing, cutting and pasting, collage and clay.
- * All children mix colours and paint with confidence. Scissor control develops steadily and is generally good by reception level. Some good work is produced in clay by reception children.

- * When making items such as sock and stick puppets, reception children choose appropriate materials for the work and can confidently describe what they wish to achieve.
- * Nursery children enjoy singing, whilst reception pupils can name percussion instruments and suggest which would be best to accompany parts of a nursery rhyme.

Shortcomings

- * The amount of artistic work undertaken by reception children varies between classes. Too few opportunities are given for individual creativity in some instances.

vi. Physical Development

Standards in physical development are good overall.

Good Features

- * Nursery children experience a wide range of outdoor activities, including the use of large wheeled toys. Most show a good awareness of space, pedal confidently, and can change direction when necessary. All run, skip and jump with confidence and enthusiasm.
- * Reception children have regular use of the hall and showed good control of body movements and appropriate throwing and catching techniques in the one session observed during the inspection. Good progress was made during the lesson, with very good listening skills contributing to the quality of learning.

Shortcomings

- * No significant shortcomings were observed.

English

Standards of achievement in English are very good overall.

i. Speaking and Listening

Very good standards are achieved in both speaking and listening.

Good Features

- * Pupils make confident use of speech, and freely ask and answer questions in extended sentences. Many are able to use a broad range of vocabulary. Pronunciation is generally clear.

- * Numerous opportunities are provided for pupils to develop their speaking skills to the full, particularly in circle times and plenary sessions. Pupils eagerly exchange thoughts and ideas, and willingly share their work with each other.
- * Listening skills are well developed. Pupils listen intently to their teachers and pay careful attention to each other. Tasks, as a result, are properly understood and generally well completed.

Shortcomings

- * No significant shortcomings were observed.

ii. Reading

Good progress is made in reading throughout the school. Standards are very good by the end of the key stage.

Good Features

- * Pupils enjoy books and read a wide variety of texts, both fiction and non-fiction. Many readily talk about their favourite books and authors.
- * Regular use is made of "Big Books" to increase fluency and understanding. Pupils recognise and respond to speech marks and modulate their voices accordingly.
- * Younger pupils have an appropriate sight vocabulary and make good use of phonic knowledge to tackle new words.
- * Group reading encourages confidence, fluency and expression.
- * Staff hear pupils read on a regular basis and keep good records of progress.

Shortcomings

- * No significant shortcomings were observed.

iii. Writing

Standards in writing are good overall, with some examples of very good work in all classes.

Good Features

- * Pupils write for a variety of purposes in subjects across the curriculum.

- * Sound attention is paid to the proper formation of letters. Work, in the main, is neatly presented.
- * Good, steady progress is made towards independent writing.
- * Effective use is made of "Big Books" to promote grammar and the extension of vocabulary. Set exercises help to promote high standards in this area.
- * Spelling is well supported by regular lists of words and due emphasis on the use of dictionaries.

Shortcomings

- * Maximum opportunities are not always provided for creative writing.

Mathematics

Standards in mathematics are very good overall.

Good Features

- * Pupils throughout the school make very good progress in the development of reasoning skills and apply them effectively in the solving of problems.
- * All pupils are familiar with a wide range of calculation strategies, both mental and written. Swift recall is shown of number facts, including mathematical tables.
- * Understanding of mathematical concepts is very good in most cases. Pupils are able to discuss their work clearly and logically and to give sensible, well-reasoned explanations. Good use is made of mathematical language.
- * Many pupils perform mental calculations quickly and accurately. They can count in twos, fives and tens, continue patterns and apply them in their work, and use knowledge of doubles and near-doubles to solve simple problems.
- * Good knowledge is shown of the different values of coins. Most pupils are able to calculate simple bills and give the correct change from 50p and £1.00.
- * Very good understanding is displayed of the relationship between addition and subtraction, with pupils rapidly recalling facts to twenty.
- * Pupils can explain why a number is odd or even, and have a sound understanding of the concept of halving.
- * Most pupils at the top of the school understand place value to 100.
- * Good knowledge is shown of two- and three-dimensional shapes. Pupils can identify faces, corners and edges.

- * Pupils understand the passage of time and can read an analogue clock by the end of the key stage. Older pupils can order the days, months and seasons correctly.
- * Good attention is paid to investigative work. Pupils collect data from class surveys and use pictograms, bar charts and tables to record their findings.
- * The youngest pupils use non-standard units to measure and weigh. By the end of Year 2, regular use is made of standard measures such as metres, centimetres and kilogrammes.
- * Appropriate use is made of information and communication technology to practise and consolidate skills.
- * Good links are made with other subjects, particularly science, physical education and history.

Shortcomings

- * No significant shortcomings were observed in the subject.

Science

Standards in science are good overall.

Good Features

- * Pupils know the parts of the human body and can name its main external features. They understand the importance of diet and exercise, and their effect upon growth and development.
- * Opportunities are provided for pupils to grow plants from seeds and to observe how they flourish and develop. They understand that plants need light and water to grow and that they react to different environmental conditions. Most can recognise and name the constituent parts of a flowering plant, such as roots, stem, stalk, buds, petals and leaves.
- * Pupils can name the main properties of a range of materials and sort them according to different criteria.
- * Good understanding is shown of the need for fair testing. Pupils observe carefully, draw conclusions and record their findings in a variety of forms, including well-presented charts and tables. Very good attention is devoted to safety.
- * Older pupils are able to collect information from a variety of sources, including the Internet. Many have an extensive scientific vocabulary.
- * Good progress is made in all classes.

Shortcomings

- * Sufficient emphasis is not always placed on the development of investigative skills. Pupils are given too few opportunities to predict, plan, test and evaluate their own ideas.

Welsh

Standards in Welsh are good overall, with several very good features.

Good Features

- * Very good steps have been taken to create a Welsh ethos throughout the school.
- * Pupils are introduced to Welsh as soon as they start at the school. Sound foundations are laid at reception level, where children readily absorb simple vocabulary and respond well to instructions.
- * Steady progress is made throughout the key stage. Pupils apply very good listening skills, and are keen and enthusiastic.
- * Incidental Welsh is used effectively in all classes. Pupils show good understanding of speech and are beginning to use the language spontaneously in some instances.
- * Words, on the whole, are clearly pronounced.
- * Good use is made of display to reinforce words and expressions. Pupils regularly refer to vocabulary in the Welsh corner when undertaking work in writing.
- * Older pupils have a good range of vocabulary, particularly in respect of toys, food, numbers, colours and family members.
- * Good knowledge is shown of Welsh songs and prayers.
- * Most pupils respond willingly to questions, using full sentences and correct language patterns.
- * Good advice is received from the *athrawes fro*, who supports individual tasks in the classroom and liaises effectively with the co-ordinator.
- * Regular use is made of songs, games and dialogue to interest and motivate pupils and to aid the absorption of vocabulary. Pupils understand the rules of games and play them sensibly with each other. Much enjoyment is gained from simple role play, which is undertaken with confidence and enthusiasm.
- * Reading is well promoted by an attractive range of easily-accessible books.
- * When going through "Big Books" with their teachers, pupils read with fluency and expression. Older pupils take due account of punctuation and modulate their voices

accordingly.

- * Writing takes place alongside reading and provides good reinforcement for oral work. Pupils undertake an appropriate range of activities and make good progress as they move through the school. Some very good work is produced by older pupils, including personal descriptions and dialogue.

Shortcomings

- * Too few opportunities are provided for pupils to gain maximum oral practice by working regularly together in pairs.
- * On occasions, staff make simple mistakes in pronunciation, which are copied by pupils.

Design and Technology

Standards in design and technology are satisfactory overall, with work in Year 2 showing several good features.

Good Features

- * Pupils understand that materials behave in different ways and vary in their suitability for specific purposes.
- * Older pupils are able to select appropriate materials for a product and choose a suitable method of fixing.
- * Good understanding is shown of the need for accurate measurement. Pupils are able to measure, mark out and cut materials using appropriate tools and techniques. Due attention is paid to safety.
- * Pupils in Year 2 are able to express their ideas clearly and record them in plans and designs.
- * Good use is made of simple mechanisms such as axles and wheels to produce movement, where appropriate.
- * Care is taken to decorate products and to apply suitable finishing techniques.

Shortcomings

- * Pupils in Year 1 are given too few opportunities to talk about their ideas and to make their own decisions.
- * Insufficient emphasis is placed on evaluating finished products and suggesting ways of making further improvements.

- * Little evidence is available of the use of information technology to record and build upon ideas.

Information Technology

Standards in information technology are good overall.

Good Features

- * Pupils are confident users of computers and have access to a wide range of programmes to support learning in English, mathematics and science. Regular experiences help to develop good keyboard, mouse and on-screen skills.
- * By the end of Year 2, most pupils can enter, store, locate and retrieve information.
- * Good use is made of listening centres, videos and programmable toys to enhance learning across the curriculum. A digital camera and microscope support work in science and geography, and promote much interest and enthusiasm.
- * An interactive whiteboard helps to promote basic technological skills.
- * Pupils can open and control software packages, including word-processing and STEPS, a fully-integrated learning programme operated and controlled by the local education authority.
- * Pupils are able to use appropriate programmes to record and present their findings. Confident use is made of block graphs and tally charts.
- * Simulation programmes help to develop reasoning and thinking skills.
- * Older pupils make regular use of the Internet to support investigative work in history and geography. The local education authority's Intranet system ensures appropriate safety and security.

Shortcomings

- * Insufficient use is made of computers to explore real and imaginary situations.

History

Standards in history are good overall.

Good Features

- * Good use is made of photographs, pictures and time lines to help pupils develop a sense of chronology and understand the passage of time. Most pupils can sort, classify and place events in sequence.

- * Pupils listen attentively in lessons and contribute enthusiastically to class discussions, using appropriate historical language to express their thoughts and ideas.
- * Effective use is made of the local area to promote knowledge and understanding of life in the past. Pupils can talk about Caerleon in the last century and discuss similarities and differences between then and now.
- * Recall of previous work is generally good. Appropriate knowledge is shown of famous historical characters such as Florence Nightingale and Thomas Edison. Pupils can discuss the lives of well-known personalities and talk about their work.
- * Good standards are attained in the quality and range of written work.

Shortcomings

- * On occasions, pupils are not given sufficient time to investigate before proceeding to written work.
- * Whilst appropriate attention is generally paid to the *cwricwlwm Cymreig*, there is scope for further exploration of important characters in Welsh history.

Geography

Standards in geography are good overall, with very good standards in mapping.

Good Features

- * Younger pupils can talk about their journey to school and describe the route they take. They construct well-drawn, interesting maps, with pictures and symbols showing commercial use of the street adjoining the school. Work shows appropriate understanding of the use of keys and is generally of a very high standard.
- * Most pupils can clearly express what they like and dislike about the area and display appropriate knowledge of the causes and effect of pollution.
- * Older pupils can draw plans of their classroom and of the route they take to school, showing landmarks they pass on the way. Very good standards are achieved in this area.
- * Pupils know that Caerleon is in South Wales and can locate the area on a map of Great Britain. They can name and locate the four countries making up the United Kingdom and name their capital cities. Good knowledge in general is shown of place, with many pupils being able to identify Africa on a map of the world.
- * Appropriate attention is given to fieldwork in the locality. The youngest pupils show suitable knowledge of the immediate environment including the playing fields bordering the school. Older pupils investigate local features and buildings, and record locations on their maps of the area.

- * During the summer term, visits are paid to Barry Island, which pupils study as a contrasting area. Knowledge and understanding are considerably enhanced by the experience.
- * Good use is made of programmable toys to plan routes and learn about compass directions. Pupils also make effective use of a digital camera to record their experiences. Equipment is operated with minimum help from teachers.
- * By the end of the key stage, pupils can read two figure co-ordinates to locate places or symbols on a grid.

Shortcomings

- * Too little emphasis is placed on written work to support learning in the subject.

Art

Standards in art are satisfactory overall, with some good work in observational drawing.

Good Features

- * Pupils throughout the school are given a suitable range of creative experiences including printing, collage, painting, modelling and stencilling.
- * Confident use is made of paint programmes to produce some interesting computer pictures.
- * Collage work is colourful and reflects pupils' favourite stories and poems.
- * Pupils hold brushes correctly and make bold use of paint in their pictures. Good work has been undertaken on "hot" and "cold" colours to enable pupils to achieve a desired effect. Pupils can talk sensibly about the mixing of colours and explain what they wish to achieve.
- * Sketching skills are developing well, with emphasis on careful observation. During the inspection, pupils in Year 2 produced some promising drawings of flowers, taking good account of line, shape and form.
- * Studies have been made of the work of well-known artists such as Van Gogh and Seurat. Pupils in one class have produced some good work based on Van Gogh's "Self-Portrait".
- * Effective links have been made with subjects such as history. Pencil drawings show considerable detail, particularly in relation to people.

Shortcomings

- * Pupils are not always given sufficient opportunities to produce work of their own choice so that they can develop creative abilities as well as skills and techniques.
- * During a printing session, pupils in one class were given too little time to practise and develop their skills. The concept of a repeating pattern was not properly understood in many cases.
- * On occasions, pupils are given paper of insufficient size to do justice to their paintings.

Music

Standards in music are good overall.

Good Features

- * Pupils confidently know an appropriate variety of songs and are able to maintain pitch when singing without accompaniment. Diction is generally clear. Developing control is shown of dynamics.
- * Most pupils have a good sense of rhythm and can identify the same rhythm in a series.
- * Tuned and untuned percussion instruments are generally held and played correctly, and used to accompany singing.
- * Pupils are able to maintain a steady beat when clapping or using an instrument. Good understanding is shown of the need for a conductor.
- * Older pupils are able to identify and name a wide range of instruments and have a good musical vocabulary. Most appreciate the importance and use of silence.
- * Pupils clearly articulate their ideas and respond well to a variety of stimuli to create compositions.
- * Due attention is paid to appraisal. Pupils listen attentively to different musical styles and are able to express their preferences and feelings.

Shortcomings

- * Creative skills in composition are not always sufficiently developed.

Physical Education

The only activities in physical education seen during the inspection were gymnastics and games. Good standards were achieved in both of these areas.

Good Features

- * Appropriate use is made of space during warm-up sessions. Pupils use high and low movements, and skip, hop, jump and crawl, travelling in different shaped pathways.
- * Strong emphasis is placed upon improving personal skills by encouraging pupils to evaluate each other's performances. Pupils observe each other carefully and make sensitive comments and suggestions for improvement.
- * Younger pupils throw and catch beanbags and small balls with a reasonable level of accuracy and are beginning to employ appropriate attack and defence strategies in the playing of games. Very good collaboration takes place during work in small groups and pairs.
- * Pupils use a suitable range of movements when travelling over apparatus, with effective use of different parts of their bodies.
- * Care is taken in the handling of apparatus, and due attention paid to the safety of others.
- * Good knowledge is shown of the effects of exercise.
- * Teachers' planning indicates that pupils receive a well-balanced programme of work throughout the school year.
- * Pupils have opportunities to participate in country-dance festivals with other schools in the area.

Shortcomings

- * No significant shortcomings were evident within the range of activities observed.

8. SCHOOL IMPROVEMENT

8.1 Progress since the Last Inspection

Overall, good progress has been made in dealing with key issues from the last inspection.

- * The last inspection report, published during the autumn term, 1997, identified four key areas for action. The school was advised that it needed to:
 - i. maintain existing high standards evident in the core subjects;
 - ii. address shortcomings where they exist in subjects;
 - iii. ensure that actual teaching time fulfils Welsh Office recommendations;
 - iv. improve the supervision of pupils when moving from outside buildings during class time.

- * Progress since that time has been the following.

Key Issue 1

High standards have been maintained in all three core subjects, with standards in English and science remaining constant and standards in mathematics rising from good to very good.

Key Issue 2

Shortcomings have been addressed by strengthening curriculum areas, providing increased in-service training and purchasing additional resources where necessary. Evidence indicates that significant improvements have been made.

Key Issue 3

Teaching time now complies with the recommendations of the National Assembly for Wales.

Key Issue 4

Effective action has yet to be taken to deal with issue.

8.2 Key Issues for Action

The school now needs to:

- * maintain the good or very good standards achieved in most subjects;
- * raise standards in art, and design and technology to good or better;
- * explore ways in which pupils can further develop their creative and investigative skills;
- * deal with the following health and safety matters:
 - (a) dining arrangements during the lunchtime period, including provision for children who bring their own sandwiches to school;
 - (b) supervision and safety issues arising from the lack of toilet provision in temporary classrooms;
- * ensure that the demountable classrooms provide appropriate access for disabled pupils.

The headteacher has already commenced action to deal with some of these issues.

The inspection team would like to express their warm appreciation of the co-operation and assistance they received from the headteacher, staff, governors, parents and pupils of the school and from Mrs. Diane Evans, the inspector for religious education.

APPENDIX A

Basic Information about the School

Name of School	Caerleon Endowed Infants' School
School Type	Voluntary Aided
Age-Range of Pupils	3 – 7 years
Address of School	High Street Caerleon Newport Gwent
Post Code	NP18 1AZ
Telephone Number	01633 421237

Headteacher	Mrs. Linda E. A. Smith
Date of Appointment	1st January, 1988
Chairman of Governors	Canon A. Edwards
Registered Inspector	Mrs. Eirwen Griffiths
Dates of Inspection	3rd – 6th March, 2003

APPENDIX B

School Data and Indicators

<i>Number of Pupils in Each Year Group</i>									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of Pupils	25.5	77	74	70	-	-	-	-	246.5

<i>Total Number of Teachers</i>			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	10	2	11

<i>Staffing Information</i>	
Pupil : Teacher (fte) Ratio (excluding nursery classes)	24.5 : 1
Pupil : Adult Ratio in Nursery Classes	12.3 : 1
Average Class Size (excluding nursery)	24.5
Teacher (fte) : Class Ratio	1 : 1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>					
	N	R	KS1	KS2	Whole School (excluding nursery)
Term 1	94.87	96.42	96.20	-	96.31
Term 2	87.39	87.53	93.42	-	90.47
Term 3	93.56	93.94	95.03	-	94.48

Number of Pupils Excluded during Twelve Months prior to Inspection	0
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APPENDIX C

Results of National Curriculum Assessments

National Curriculum Assessment KS 1 Results: 2002			Number of Pupils in Y2: 81						
Percentage of Pupils at Each Level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	0	64	36	0
		National	0	0	4	13	62	21	0
ENGLISH: Reading	Teacher Assessment	School	0	0	0	0	37	63	0
		National	0	0	4	13	54	29	0
ENGLISH: Writing	Teacher Assessment	School	0	0	0	0	77	23	0
		National	0	0	5	13	70	12	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	0	0	9	65	26	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	38	62	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	0	49	51	0
		National	0	0	2	10	67	21	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	100%	In Wales:	81%

- D Pupils who have been disapplied from the statutory arrangements
- A Pupils who were absent from the tests/tasks
- W Pupils who are working towards Level 1

National figures relate to 2001, as results for 2002 are not yet available.

The majority of seven-year-old pupils are expected to attain Level 2.

APPENDIX D

The Evidence Base of Inspection

The inspection was carried out by a team of four inspectors over a period of 3½ days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Thirty-five parents attended a meeting with two members of the inspection team.
- Ninety-three questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Fifty-nine lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

APPENDIX E

Composition and Responsibilities of the Inspection Team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mrs. E. Griffiths	Areas of Learning for Children under Five English Welsh (as a second language) History Art	The School and its Priorities Main Findings Standards of Achievement in Subjects and Areas of Learning Standards of Achievement in Key Skills across the Curriculum Pupils' Spiritual, Moral, Social and Cultural Development Teaching Leadership & Efficiency Progress since the Last Inspection Key Issues for Action
Mrs. V. Howells	Mathematics Information Technology Geography Physical Education	Main Findings Assessment, Recording and Reporting Special Educational Needs Self-Evaluation and Planning for Improvement Key Issues for Action
Mrs. G. M. Cottrell	Science Design and Technology Music	Main Findings Curriculum Staffing, Accommodation and Learning Resources Key Issues for Action
Mrs. J. M. H. Warr		Main Findings Behaviour and Attitudes Attendance Support and Guidance Partnership with Parents, the Community, Schools and Other Institutions Partnership with Industry Key Issues for Action