

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**CAERLEON LODGE HILL
INFANT AND NURSERY SCHOOL
ROMAN WAY
CAERLEON
NEWPORT
NP18 3DY**

School Number: 680/2274

Date of Inspection: 7-10 June 2004

By

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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 age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

{PRI VAT E }	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; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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 Lodge Hill Infant and Nursery School is a local authority maintained school which is situated on the outskirts of Caerleon, in the county borough of Newport. The school caters for pupils aged from three to seven. Children are admitted to the nursery class at the beginning of the term following their third birthday, on a part-time basis. The numbers of pupils on roll over the last three years have declined slightly. There are 175 pupils on roll, including the full-time equivalent of children who attend the nursery. Approximately 92 per cent of pupils are from English speaking homes and the remainder are from ethnic minority groups, all of whom speak English fluently. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. The school's mission statement is 'Caring, sharing and learning together', the main aim being 'to provide a quality education for all pupils and to develop their full potential physically, emotionally, academically, morally, socially and culturally.'

The school considers its catchment area to be partly relatively prosperous and partly neither prosperous nor economically disadvantaged; 11 per cent of the pupils are registered as being entitled to receive free school meals. The nature of the intake is neither advantaged nor disadvantaged and comprises the full range of ability. There are 22 pupils (13 per cent) on the school's SEN register, including eight pupils with a statement of SEN. Baseline assessments are undertaken on entry to the nursery class and results indicate an average attainment for most children.

The school was last inspected in 1998 and produced a post-inspection action plan to improve curriculum provision and pupils' standards of achievement, particularly in music. Most of the targets in the current School Development Plan (SDP) have been met. The focus for the year will be to:

- continue to raise pupils' standards of achievement in literacy, numeracy, science and information and communications technology (ICT);
- continue to implement systems for monitoring standards towards self-evaluation;
- promote *Y Cwricwlwm Cymreig* throughout the school;
- continue to implement the Healthy Schools Initiative;
- improve the school premises both inside and outside.

The school's analysis of its National Curriculum (NC) Assessment results and comparative data is the basis for target setting to improve standards.

The Basic Skills Agency 'Quality Mark' was awarded to the school for the second time in 2002.

The school has successfully gained the 'Healthy Schools Award' for the last three years.

The 'Investors in People' award was presented to the school in 2003.

2. MAIN FINDINGS

The main findings of the report

Caerleon Lodge Hill Infant and Nursery School is a very good school with many outstanding features, including pupils' high standards of achievement and behaviour. The staff and governors are committed to improving the quality of teaching and learning in order to raise standards. The headteacher provides highly efficient, caring leadership and is ably supported by the deputy and the staff who work well as an effective team.

Educational standards achieved in subjects and areas of learning

- Of the 55 lessons observed, pupils' standards of achievement were very good in 31 per cent, good in 64 per cent and satisfactory in five per cent.
- The educational standards achieved by children under five are very good. The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
- Standards in the six areas of learning are as follows:

	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	Very good	Very good
Physical development	Very good	Very good
Creative development	Very good	Very good

- Pupils' standards of achievement in the NC subjects and religious education in KS1 are as follows:

English	Very good
Mathematics	Good
Science	Good
Welsh second language	Very good
Design and technology	Very good
Information technology	Very good
History	Good
Geography	Good
Art	Good
Music	Good
Physical education	Very good
Religious education	Very good

- Pupils' standards of achievement are very good overall in English. Their oracy skills are outstanding and are used effectively during the many and varied opportunities to develop their speaking and listening skills to a high standard. They achieve very good standards in reading and good standards in writing; their skills in handwriting are variable and presentation often lacks care.

- Standards are good in mathematics. Pupils make good progress in developing competence in number and understanding of mathematical concepts. In science, standards are good and pupils make good progress in developing scientific enquiry and investigative skills. Pupils make good use of their problem solving skills during practical sessions in order to improve their understanding of mathematical and scientific concepts.
- The school has made good progress since the previous inspection in improving standards in the foundation subjects and religious education. Standards in music were previously unsatisfactory and are now good. Standards in those subjects which were satisfactory have improved and are now good or very good.
- The school's 2003 NC teacher assessment results reflect the high standards achieved during the inspection in the core subjects of English, mathematics and science which were well above local and national averages. When compared to national averages in Wales, where pupils achieve at least level 2 and above in the core subjects, the results are in the upper quartile (25 per cent) of best performing schools.
- Children under five make very good progress in developing key skills and achieve very good standards. In KS1, standards achieved in literacy and communication skills are very good overall. Pupils achieve very good standards in speaking and listening skills which are used effectively in all areas of the curriculum. The use of reading skills in different subjects is very good; writing skills are good, although handwriting and presentation skills are inconsistent. Their use of a range of ICT skills for different purposes is very good, often outstanding, and succeeds in supporting learning in several subjects.

Ethos of the school

- Pupils' spiritual, moral, social and cultural development is very good overall. The high standards in values and spiritual awareness promoted by the school reflect the caring ethos which is evident in all aspects of school life. Pupils' moral and social development is very good and there is a clear understanding for the need for positive attitudes and mutual respect. Pupils appreciate the culture and heritage of Wales as well as other cultural traditions.
- Pupils' behaviour and their attitudes to learning are very good and are a major strength of the school. They have a positive effect on standards achieved and the quality of life in school. There are very good arrangements for promoting high standards of behaviour and social development.
- Levels of attendance are satisfactory; the school is rigorous in monitoring and following up absences. There are increasing instances of parents taking their children on holiday in term time. This is an area of concern as it has a detrimental effect on continuity in pupils' learning. Punctuality at the start of the school day and individual lessons is very good.

Quality of education

- The quality of teaching was very good in 35 per cent of lessons observed, good in 60 per cent and satisfactory in five per cent. Teachers have a secure knowledge and understanding of the subjects and areas of learning they teach, which are supported by high quality training and professional development. They have high expectations of pupils' learning and use a range of teaching techniques and strategies to interest and engage pupils. Lesson planning is very good and identifies clear learning objectives and the key skills to be taught. Work is very well planned to ensure that the needs of all pupils are catered for.
- The quality of assessment, recording and reporting is very good. There are extremely effective systems for assessing and recording pupils' achievements which are used well to plan the next stage of learning. The school analyses assessment data meticulously and identifies areas which need further improvement. The quality of reports to parents is very

good; they provide detailed information on pupils' progress, including targets for improvement.

- Curriculum provision is very good and all pupils are provided with equal access to school activities. The quality of the curriculum for children under five is very good and promotes the Desirable Outcomes in all areas of learning. In KS1, the schemes of work in each subject are effective in providing for progression and continuity in pupils' learning. The quality of whole school planning for the teaching of key skills is very good. Key skills of literacy and communication, numeracy, ICT and problem solving are incorporated at each stage of the planning process. The quality of provision for promoting personal and social education is outstanding and pupils confidently discuss issues, such as care of the environment, healthy living and cultural diversity. Pupils experience a very good range of educational visits and extra-curricular activities, including team games, such as rounders, choir, Welsh country dancing, recorders, ICT, science, number and music clubs.
- The quality of educational support and personal guidance for pupils' welfare is very good. The school ensures that all pupils, including those with SEN, are equally valued and their needs and progress are carefully monitored. There are very good procedures for promoting equality and the well-being, health and safety of pupils.
- The quality of provision for pupils with SEN is very good. Pupils make very good progress towards the targets set in their individual education plans (IEPs) and achieve good standards in line with their level of ability. Pupils respond very well to the inclusive nature of the school and to the support provided.
- Partnerships between the school and parents, the community, schools and other institutions are very good and make an outstanding contribution to school life. Parents are well informed about the activities of the school and, together with the community, play an important part in promoting high standards. The school's partnership with industry is very good and has a positive impact on the quality of provision and pupils' standards.

Management

- The quality of self-evaluation and planning for improvement is very good. There is an effective culture of self-evaluation, ranging from pupils' involvement in setting their own targets for improvement, to staff and governors' evaluation of the quality of teaching and learning in order to raise standards. There are effective procedures for evaluating and monitoring progress towards agreed targets for improvement.
- The quality of leadership and management of the school is very good. The school's aims and values promote a caring ethos and include a commitment to equality of opportunity for all which is reflected in its work. The headteacher provides high quality, caring leadership and ensures a clear sense of purpose and direction for the school.
- The governing body is very supportive of the school and effectively fulfils its statutory obligations. The governors are fully involved in the work of the school and have formal curricular links with subject co-ordinators in order to monitor provision and standards of achievement.
- The school manages its resources extremely efficiently and budget planning reinforces the aims of the school, ensuring very good value for money. The school's monitoring and self-evaluation procedures are effective in identifying areas for development and training needs of staff. Targets for improvement are set and are incorporated into the SDP which is an effective working document for prioritising areas for improvement over a three year period.
- The overall provision for staffing, accommodation and learning resources is very good. There are an appropriate number of teachers and support staff who are very well deployed. Support staff are highly committed and provide very good support, especially

for pupils with SEN. The provision and quality of resources are very good and staff and pupils make effective use of all available books, materials and equipment.

- The school has suitable accommodation for the number of pupils on roll. The quality of the accommodation is good and is enhanced by good quality displays. Effective use is made of all available space to provide an attractive working environment for pupils.
- Since the last inspection, the school has made good progress in meeting the targets set in the action plan, which addresses the key issues from the previous inspection report. The school has successfully:-
 - improved standards in music;
 - improved the quality of teaching by disseminating the very good practice;
 - improved the monitoring roles of curriculum co-ordinators.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement were very good in 31 per cent of lessons observed, good in 64 per cent and satisfactory in the remaining five per cent.

- Standards of achievement of children under five are very good overall and they make outstanding progress in all the areas of learning. Children in both the nursery and reception classes achieve very good standards in all the areas of learning and by the age of five, the majority of children meet, and many exceed, the Desirable Outcomes for Children's Learning.
- In KS1, standards are very good overall in English. Pupils achieve very good standards in speaking skills and show confidence to speak clearly and coherently. Their listening skills are very good and they listen attentively with interest and concentration. They achieve very good standards in reading and benefit from the daily reading group sessions as well as the home/school reading system whereby parents support their children's reading. Standards in writing are good and pupils confidently write for a range of purposes and audiences. Their standards of handwriting and presentation of work, however, often show a lack of care.
- Standards are good in mathematics. Pupils make good progress in developing their competence in number and understanding of concepts and they benefit from the daily numeracy focused skills groups. In science, standards are good. Pupils make good use of their scientific enquiry and investigative skills during practical sessions in order to improve their understanding of scientific concepts.
- In the 2003 NC teacher assessment results, 94 per cent of pupils attained at least level 2 in the core subjects, which was well above the national average score of 79 per cent. In English, 96 per cent of pupils achieved level 2 or above, which is well above the national average (83 per cent), with 22 per cent achieving level 3, which was slightly above the national average (20 per cent). In mathematics, 96 per cent of pupils achieved level 2 or above which was well above the national average (87 per cent), with 24 per cent achieving level 3, which was in line with the national average (24 per cent). Teacher assessment in science indicated that pupils' achievements were above the national average (88 per cent), with 94 per cent achieving level 2 and above and, of those, 30 per cent achieved level 3 which is above the national average of 22 per cent.
- When compared with other schools nationally, where up to 16 per cent of pupils are entitled to free school meals, the results are in the upper quartile (top 25 per cent) of best

performing schools. Girls performed higher than boys at level 2 and above, whilst a higher proportion of boys achieved level 3.

- The school has made good progress since the previous inspection in improving standards in the foundation subjects and religious education. Standards in music were unsatisfactory and are now good. Standards in those subjects which were previously satisfactory have improved and are now good or very good. Pupils make good progress in improving their skills, knowledge and understanding in these subjects.
- All pupils make good progress towards the targets for improvement set by the school in relation to national criteria. The targets are based on the effective assessment of pupils' achievements as well as the results of baseline and NC assessments. The school has identified borderline pupils who benefit from the extra support provided in numeracy and literacy skills.
- Those pupils with SEN make very good progress towards the targets set in their IEPs and achieve good standards, relative to their ability.

3.2 Standards achieved in key skills across the curriculum

Pupils' standards and progress in key skills across the curriculum are very good overall. Standards achieved in literacy skills are very good in listening, speaking and reading; they are good in writing. The use of numeracy skills in different subjects is good and pupils' use of a range of ICT for different purposes is very good.

- Children under five make very good use of key skills in activities within the areas of learning. They make very good progress in developing language skills through a range of creative play activities. They develop their knowledge of mathematics through counting, ordering and matching activities as well as through practical scientific and technological investigations. They use computer equipment confidently in order to enhance their learning.
- In KS1, pupils make outstanding progress in developing their speaking skills in both English and Welsh. They respond extremely well to the exciting range of practical activities which promote their oracy skills. Pupils speak clearly when responding to questions, describing events and taking part in discussion. Their listening skills are very good; they listen carefully and with concentration, responding appropriately to what they have heard.
- Pupils have positive attitudes to reading and enjoy reading a variety of books. They confidently take part in class reading of Big Books and in group reading sessions. They make good use of the school library to increase their reading skills, to follow instructions and find information. By the end of the key stage, many are reading accurately with an understanding of a variety of texts in different subjects.
- Pupils achieve good standards in writing; they write in a variety of forms, including reports, stories, poems and letters. Pupils' use of extended writing across the curriculum is particularly good. Standards in spelling are good and pupils make good use of word books and dictionaries to improve the accuracy of their work. Standards in handwriting and presentation of work often show a lack of care.
- Pupils' standards in numeracy across the curriculum are good. They make good use of their numerical skills and knowledge of shapes and measures to calculate accurately in science and design and technology. They use data handling skills well to gather information and present it in a variety of forms, particularly in science and geography. They confidently handle numbers in mental, oral and written tasks.

- Standards in ICT to support learning across the curriculum are very good with some outstanding features. Pupils use ICT equipment and software confidently to support their learning and develop basic computer skills systematically through the school. They make very good use of ICT to record data in subjects such as mathematics, geography and science. They competently use art and design programs to explore artwork and develop skills such as drawing, painting and design work, which they use to good effect.
- Very good use is made of CD-ROMS, the Internet, the e-mail facility and the interactive whiteboard to support pupils' learning. Pupils make good use of tape recorders, video recorders and digital cameras to record their work and to improve their own standards in all areas of the curriculum.
- Pupils with SEN make good progress in improving basic literacy and numeracy skills in line with the targets set in their IEPs.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils respond to the school's provision very positively and their spiritual, moral, social and cultural development is very good overall. Provision is very good for moral and social development and good for spiritual and cultural development.

- The school has a wide range of good quality policies, including Racial Harmony, Inclusion and Equal Opportunities, which are followed by staff to ensure that the school is warm, welcoming and safe. In its daily activities, the school is extremely successful in ensuring equality for all its pupils, regardless of gender, race or ability.
- The quality of relationships is very good between all members of the school. Adults treat pupils with respect and provide good role models for them and, in turn, pupils are learning to treat others respectfully. Pupils' enjoy attending school and their favourable response to the provision makes a vital contribution to the happy, caring ethos of the school.
- Parents are pleased with the values that the school promotes. They praise the school for its success in the promotion of positive attitudes and respect.
- Pupils are very well behaved at all times. They know the difference between right and wrong and understand the consequences of undesirable behaviour. Pupils are given many opportunities to take responsibility within their work and other aspects of school life. They enjoy being given these responsibilities and carry out their tasks efficiently.
- Throughout the school pupils work together cordially, sometimes in very close proximity to each other. They collaborate in pairs or larger groups as required. During lessons, most of the pupils work well independently and move onto new tasks without fuss.
- The school helps pupils to know and understand about those less fortunate than themselves and pupils make regular contributions to charities, such as the NSPCC, Guide Dogs for the Blind and 'Love in a Box' parcels at Christmas.
- *Y Cwricwlwm Cymreig* is integrated well into the curriculum and is very successful in the promotion of the language, culture and traditions of Wales. Pupils learn about places in Wales, including their locality and about famous people from the past. They appreciate the music of Wales through listening to a range of musicians, including a harpist. Pupils' cultural understanding is considerably enhanced by making visits to, for example, The Museum of Welsh Life, St Fagan's, and from visitors, such as artists in residence.

- Respect of the traditions and beliefs of others are fostered appropriately through religious education and, for example, Multicultural Week, when pupils experience a range of activities and learn about dance, music, food, stories and costume from around the world.
- Daily acts of collective worship make a good contribution to pupils' spiritual development. Soothing music at the start of assemblies sets the scene for quiet reflection and prayer and good quality singing brings praise and enjoyment to the occasion.

4.2 Behaviour and attitudes

Pupils' behaviour and their attitudes to learning are very good throughout the school and make a positive impact on pupils' progress and the high standards they achieve.

- When moving in and around the school pupils behave very well. Most are courteous and friendly and at this early age have learned to treat one another and adults with respect. Pupils are considerate, for example, they man doorways as pupils pass in and out of the school building ensuring a safe passage.
- The headteacher and her staff set and expect high standards of pupils' behaviour. The school's assertive discipline policy is effective and helps pupils work without unnecessary distraction. The school has detailed policies for managing behaviour and for dealing with bullying and racism, although no instances of either were observed during inspection.
- During break times, pupils mix and play happily together on the asphalted playground. Play equipment is provided and extensively used. Pupils enjoy drawing patterns on the playground with special chalks provided for the purpose. During dry periods, pupils are permitted to make use of the grassed areas adjoining the playground. The supervision of playground activities is appropriate. Early years children have their own well equipped and secure play area. They learn to share the toys and equipment and take their turn.
- Pupils' attitude to learning is good. During lessons, pupils' concentration and interest levels are maintained; they are sensible and responsible, and when asked, willingly take on additional duties and responsibilities. From the early years upwards, children take turns to deliver the attendance register to the school office. The recently formed School Council gives pupils an input into the decision making process of school issues. Some of the recommendations of the Council have been adopted and implemented.
- The many parents who responded to the pre-inspection questionnaires agreed that the school achieves high standards of good behaviour. They similarly agreed that the school's values and attitudes have a positive effect on their children.

4.3 Attendance

The overall attendance levels are satisfactory. Pupils' punctuality at the start of the school day and individual lessons is very good.

- Attendance figures (not including nursery) averaged 92.8 per cent during the three terms prior to the inspection. Although this represents an improvement since the previous inspection, it remains below the national average of 94 per cent. Unauthorised absence is less than 1.0 per cent.
- Registration is completed efficiently at the beginning of the morning and afternoon sessions, ensuring lessons begin on time. The registers are neatly maintained and absences correctly codified. Information from the registers is up-loaded weekly onto an electronic management system, which produces statistical data for review and analysis.

However, staff continue to annotate their own class registers with weekly totals and percentages.

- Monitoring of attendance is carried out efficiently by the headteacher. Appropriate action is taken in the event of concerns about an individual's attendance. Parents co-operate by notifying the school of reasons for their child's absence and this information is carefully recorded. Parents are made aware of the effect of taking children out of school during term time. Where this is unavoidable, they must complete a holiday form. However, a substantial number of families often take holidays during term time. This is an area of concern as it has a detrimental effect on continuity in pupils' learning.
- The school recognises and rewards pupils whose attendance records are good.
- Punctuality is very good. With few exceptions, children arrive in school on time. On the odd occasion when lateness occurs, parents are required to record the reason in the 'late book' and this is very effective in promoting punctuality.
- The school complies with National Assembly requirements in relation to registration.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 35 per cent of lessons observed, good in 60 per cent and satisfactory in five per cent.

- The quality of teaching of children under five is very good and staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning. A wide range of experiences are planned within the six areas of learning and these succeed in promoting children's skills, knowledge and understanding.
- In KS1, teachers show a very good command of the subjects they teach and they make good use of professional training to improve their expertise. They have high expectations of pupils' learning and set challenging tasks for pupils to achieve their best.
- Team teaching, supported by class assistants and voluntary helpers, is a feature of daily group work sessions in reading and mathematics. It is very effective in ensuring that pupils are taught focused skills in small groups, at the correct level of ability, across the school.
- The quality of lesson planning is very good and identifies clear learning objectives which are focused on acquiring new skills and knowledge and increasing pupils' understanding. Classroom assistants are involved in the planning process and provide high quality support for pupils. Teachers write detailed evaluations of their work and the progress made by pupils; these provide invaluable input to the school's assessment systems.
- During integrated activities, work is very well matched to the needs of all pupils with appropriately challenging tasks set for them as individuals, pairs or groups. All pupils are provided with appropriate support, especially those with SEN who are very well supported by support staff and voluntary assistants.
- Lessons are well structured and organised; teachers manage their pupils well and have high expectations of behaviour. The oral introductions often consolidate previous learning and encourage pupils to participate in discussions. A good range of teaching techniques and organisational strategies is used effectively for different activities and purposes. Good use is made of plenary sessions to consolidate skills and knowledge, to assess understanding and to evaluate progress.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is very good.

- Across the school there is a very effective, manageable system in place for the assessment, recording and reporting of pupils' achievements. The policy states the aims, defines the process and gives good clear guidance of expectations.
- In the nursery and in the first term of their reception year, children undertake baseline assessments and the information gained is used to provide appropriate support for individuals. In addition, children who require extra assistance with language and communication skills are identified early in their schooling through the use of the 'Teaching Talking Programme'.
- Standardised tests and an observation survey in KS1 ensure pupils requiring extra help are quickly identified and supported.
- Pupils with SEN are assessed thoroughly and detailed records of their progress and achievement are kept. The quality of IEPs for pupils with SEN is very good and appropriate targets are set.
- The on-going assessment system across the curriculum, but especially for mathematics and English, ensures pupils are grouped or given work that is suited to their individual requirements. Weekly and termly evaluations of teaching and learning identify strengths and weaknesses. Teachers of the same year group plan together and use the information gained to inform the planning of future activities.
- At the parents' meeting in the autumn term, targets are discussed and set for pupils. All pupils have targets for English, which are written into the front of their writing books.
- Focused marking comments in pupils' books provide a very good record of individual achievements in the core and foundation subjects. Individual record books are updated termly for all curriculum subjects and religious education and indicate the NC level each pupil is working within.
- Portfolios of pupils' work in all subject areas have been moderated by staff and show a common understanding of the NC levels. The examples of work are fully annotated and provide an outstanding record of work produced within the school and the standards achieved.
- Arrangements for consultation with parents are good. Staff are available after school one day a week and opportunities for formal parents' evenings are held during the autumn and summer terms.
- The school meets the statutory requirements for reporting pupils' achievements to parents. The reports, written with the help of a computerised system, are detailed and very informative. They describe pupils' attainment and outline subject content, where appropriate. The 'way forward' section mainly offers suggestions for improvement in literacy and mathematics.

5.3 Curriculum

The overall quality of the curriculum is very good.

- The curriculum for children under five is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. The schemes of work in the six areas of learning are effective in ensuring progression and continuity for the development of skills, knowledge and understanding in each area. Children experience a very good range of activities, ensuring that they gain confidence to learn.

- In KS1, the curriculum is broad, balanced and relevant; it is accessible to all pupils, including those with SEN. It complies with statutory requirements, including the teaching of religious education, with sufficient time allocated to all subjects. Its organisation is very good and is based on the integration of group activities, allowing pupils to work at their own pace and providing challenging extension work for the more able pupils. Curriculum provision for all pupils, including those with SEN, is very good and often exciting, ensuring that pupils are fully engrossed in their work.
- There are a good range of policies and schemes of work for all subjects; they provide continuity and progression in the NC programmes of study across the key stage. They are well supported by a range of other policies such as the equal opportunities policy, which ensure that all pupils enjoy full access to all areas of the curriculum.
- Curriculum planning is detailed and is clearly focused on learning objectives and the development of pupils' skills, knowledge and understanding. Work is carefully planned and very well differentiated to ensure that pupils work at a suitable level of ability and challenge, as individuals or as part of a group.
- The planning of key skills across the curriculum is extremely well developed and is clearly focused on promoting pupils' use of literacy, numeracy and ICT skills and on problem solving skills in a range of activities.
- Curricular planning to ensure access to the breadth of the NC for all pupils with SEN is very good. Pupils' IEPs contain clear and concise targets which provide class teachers and support assistants with sound guidance in the planning of work for pupils.
- The school makes good use of home/school tasks to consolidate and extend pupils' learning. It is effective in enlisting the support of parents, especially in monitoring and supporting their children's progress in reading.
- The school successfully promotes *Y Cwricwlwm Cymreig* through a range of activities and events, such as St.David's Day celebrations. Pupils respond very well to incidental Welsh spoken through the day and very good opportunities are provided for pupils to learn about their Welsh heritage and culture and that of the local area. Visitors to school, such as Welsh instrumentalists, including a harpist, together with opportunities for pupils to undertake educational visits, extend pupils' knowledge and understanding of Wales and its heritage.
- Pupils' educational development is further enhanced by extra-curricular provision, including clubs for music, choir, recorders, Welsh country dancing, ICT, science, number and rounders; these are offered at lunch-times as well as after school.
- Very good provision is made for personal and social education which is integrated through the curriculum themes and complies with the Qualifications, Curriculum and Assessment Authority Wales (ACCAC) 2000 PSE framework. It includes provision for health and hygiene education, sex education, cultural diversity and community and environmental understanding. Events such as 'Multicultural Week' and health related activities have succeeded in raising awareness of these issues.
- Pupils are encouraged to think and form opinions and the School Council enables pupils to learn to formally participate in decision making; this contributes to their understanding of citizenship.
- The 'Eco School Status' project provides pupils with a range of activities related to the care of the environment. The study of environmental pollution and the need to re-cycle waste provides pupils with a very good understanding of sustainable development.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare is very good

- There is a wide range of policies, including Racial Harmony, which ensure that all aspects of pupils' welfare are carefully considered. Risk assessments are carried out on a regular basis; the school takes every precaution to ensure the safety and well-being of its pupils while on the premises and during visits.
- The school provides a welcoming, caring and attractive environment. Parents appreciate the levels of support and guidance given by the school and pupils are happy to attend, as they feel safe and valued. Policies ensure that oppressive behaviour, including bullying, is eliminated. Any incidents of inappropriate behaviour are usually dealt with swiftly and with sensitivity.
- Staff members know their pupils extremely well and make every effort to provide for their educational and social needs. When pupils with particular needs are accepted into the school, staff are trained to ensure they can give the best possible support. Relationships between pupils and adults are very good.
- Effective arrangements for the assessment of pupils ensure work across the curriculum is of an achievable but challenging level. Individuals with difficulties are identified quickly through the assessment systems and help is promptly sought from relevant agencies.
- The school is totally inclusive. Detailed policies make sure that everyone is treated on the same basis and all pupils, including any with physical disabilities, have equal access to all parts of school life.
- Effective procedures related to child protection issues are in place. The head teacher is the designated member of staff and is aware of correct procedures to follow to deal with any concerns. Staff members have received appropriate training in child protection issues. The school makes appropriate provision for the care of a child looked after by the authority.
- Several members of staff and lunchtime supervisors have received appropriate training in first-aid procedures.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils with SEN is very good. Pupils make very good progress towards the targets in their IEPs and achieve good standards in line with their level of ability.

- There are 22 pupils on the school's SEN register. Eight pupils have statements of SEN. Of those pupils who have been identified as having special needs, three are at Early Years Action Plus, seven are on the School Action stage and four are on School Action Plus.
- Provision for meeting the needs of pupils with SEN is very good and support for pupils with learning difficulties and behaviour problems is very positive. Pupils are extremely well integrated into all aspects of school life and are making very good progress.
- The policy for SEN is comprehensive and complies with the requirements of the Code of Practice and the Disability and Discrimination Acts. It gives clear guidance to all those involved in SEN procedures. There is a named governor for SEN who provides good support to the special education needs co-ordinator (SENCO) and successfully monitors the implementation of the policy and pupils' progress.
- The SENCO, in consultation with the teachers, is responsible for overseeing all SEN provision according to the Code of Practice. She provides sound advice and support for all staff and ensures effective liaison between class teachers, the SEN support assistant and the classroom assistants.

- The SEN support assistant withdraws groups of pupils for extra support in language and numeracy skills. These sessions are extremely valuable in providing extra help for those pupils identified as underachieving in literacy and numeracy. They respond with enthusiasm to the range of practical activities which support their learning.
- All pupils are well supported and make very good progress, especially in reading and numeracy skills, when they benefit from the daily group sessions which are focused on teaching specific skills and allow pupils to work at their own pace and level of ability. Pupils make good use of ICT to support their learning.
- Systems for identifying and assessing the needs of pupils with SEN are very good, especially in the early years where baseline assessments provide information for early intervention. Record keeping is thorough, well organised and up to date.
- The quality of IEPs is very good and realistic targets are set for pupils to achieve; they make very good progress in line with targets set. The targets provide good guidance for teachers and support staff in planning work to help overcome difficulties and present a suitable level of challenge. At Early Years Action and School Action stages of the graduated approach, the SENCO prepares targets in the IEPs, in consultation with the class teachers and support staff. Pupils' progress is reviewed termly and the IEPs are modified as required. Detailed records are kept of pupils' progress.
- Parents are informed of developments and are encouraged to be involved in supporting their children. They make appropriate contributions to the termly reviews of IEPs and receive a copy of the plan. Annual review meetings are held for pupils with statements and meet statutory requirements.
- All pupils with SEN, including those with disabilities, are provided with equal access to the curriculum through well planned tasks which ensure that pupils work at the appropriate level of ability.
- Liaison between the SENCO, class teachers, SEN support staff and outside agencies is effective.

5.6 Partnership with parents and community, schools and other institutions

The school's partnership with parents and community, schools and other institutions is very good and makes an outstanding contribution to school life.

- The school prospectus meets statutory requirements and provides much useful information. This is supplemented by termly newsletters, curriculum news letters and letters to parents which inform them of the day to day happenings in school. The school's web site is another effective source of information.
- A close working partnership exists with parents through the Home/School agreement. The relationship is mutually supporting and each upholds the values of the other. The agreement sets out the support parents are expected to provide.
- Formal consultations with teachers and parents occur twice yearly, and at other times by arrangement. Informal contact with staff occurs daily and a weekly afternoon session is designated for parents to consult teachers. Pupils' annual reports are issued during the summer term and provide very good information on their children's achievements and progress.
- Parents receive a comprehensive annual report from the governing body and have an opportunity to discuss it at their annual meeting with parents.

- Parents' assistance in school is encouraged and welcomed. Parents make a considerable contribution to the success of the daily reading groups by listening to pupils read, as well as helping with the other activities within the school.
- The school has an active Parent Teacher Association (PTA) who, by arranging social and fund raising events, has raised significant sums. Money so raised provides additional resources and equipment for the school.
- Community links are strong. Pupils have successfully displayed their work at the Caerleon arts festival. They distribute harvest produce following the annual harvest festival and the choir has entertained residents at the local home for the elderly. Members of the community visit school to talk about their work and pupils have benefited from working with artists in residence.
- A breakfast and after school club (OSCARS) operates within the school and provides purposeful activity for pupils of the infant and junior schools before and after school hours.
- Close liaison exists between the school and the church. Visits are made to the Parish church of St. Cadoc and to St. Woolos cathedral. Pupils attend church services at Christmas and at other times and clergy regularly visit the school to talk to pupils and assist with assemblies.
- The school supports and has raised funds for a number of charities at home and overseas, helping pupils to understand that there are people in the world less fortunate than themselves.
- Arrangements for transfer of pupils to the neighbouring junior school are very effective and ensure a smooth transition. Staff visit the homes of nursery children prior to entry.
- There are very good partnerships with teacher training institutions and colleges of further education. Teachers have successfully undertaken training for the role of School Link Tutor at two local universities. The school provides training opportunities for student teachers and nursery nurses and work experience for secondary school students, all of which have a substantial impact on pupils' standards of achievement.

5.7 Partnership with industry

The school's partnership with industry is very good and benefits the whole school, its teachers and pupils.

- The school has an effective policy on links with industry which includes a range of strategies for work-related education which are linked to the curriculum and have a very positive impact on the quality of provision.
- The school has developed strong links with the Education in Business Partnership (EBP). Staff development and training have been enhanced through the EBP, who have assisted the school in arranging suitable visits, secondments and training opportunities for teachers. Recent placements include practical experience of working in a power station, assisting in the running of the Museum of Welsh life at St Fagan's and at the Big Pit at Blaenavon. These training opportunities have an outstanding impact on the quality of teaching by improving teachers' knowledge and understanding of the subjects and areas of learning they teach.
- Educational visits to local commercial and industrial sites give pupils a very good insight into the world of work. Children in the early years are taken on guided walks around the local shopping area and library to help develop knowledge of different workplaces in the community and how they interconnect. Older pupils' awareness of the working environment is enhanced with a range of well organised topic related visits.

- Pupils' understanding of the world of work is broadened significantly by occasional talks and demonstrations given by visiting speakers, such as the policeman, road safety officer, fire fighters and health visitors. They talk about their work and help children understand the value of their jobs in the community. Pupils have also benefited greatly from working with artists in residence to create attractive murals to enhance the school environment.
- Pupils have a very good understanding of sustainable development and learn to care for the environment and the community. They help keep the school clean and litter free. They understand the concept of energy saving and recycling. The School Council is in the process of planning the development of a corner of the school grounds as a timber trail and wild life conservation area.
- The school has benefited materially from its partnership with industry. Local businesses have provided goods and services, donations and raffle prizes.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is very good. The school has successfully created a culture of self-evaluation which involves the headteacher, staff, pupils, governors and parents; this is a strength of the school.

- There is an effective self-evaluation process which is linked to the school's monitoring and evaluation systems and the performance management policy. It succeeds in evaluating performance and quality in order to plan future developments. Key areas for improvement are identified from performance indicators and are built into the SDP, giving a clear focus for self-evaluation towards school improvement.
- The headteacher, governors and staff are committed to improving standards. They make good use of assessment data, information from monitoring procedures and the action plan from the previous inspection to evaluate standards and plan for improvement. A detailed analysis is made of pupils' assessment results, including the results of baseline and NC assessments. The school has made good use of this analysis, in particular, to target those pupils who are underachieving in literacy and numeracy skills.
- All staff are involved in the self-evaluation process. This is effective in raising the quality of professional expertise and identifying priorities for improving standards of teaching and learning. Staff development needs are closely linked to school improvement priorities. The work of support staff is highly valued and is effective in supporting pupils' learning and raising standards.
- Pupils are involved in evaluating their work and targets are set for improvement. These are shared with their parents who are also involved in the self-evaluation process. Parents also provide useful information in questionnaires which is used by the school towards setting targets for improvement.
- The main targets in the SDP are to improve pupils' standards of achievement in literacy, numeracy, science and ICT and continue to improve systems for monitoring standards towards self-evaluation. The targets are realistic and appropriate and have been incorporated into the SDP as a result of the self-evaluation process.
- The SDP is a well used working document; it includes initiatives as a result of the self-evaluation process and clearly identifies targets for improvement. Each action plan has specific targets, action, responsibilities, planned expenditure, time schedules, success criteria and evaluations. The headteacher's reports to governors contain detailed evaluations of progress towards achieving the targets. Curriculum co-ordinators review

and evaluate their subjects and produce useful development plans; information from these is fed into the SDP. Staff and governors, in order to improve the quality of provision and to raise the standard of pupils' achievements, review the plans regularly.

- The school evaluates the progress made towards achieving the targets through monitoring pupils' work, teachers' planning and the quality of teaching and learning. Good progress has been made since the last inspection and the school has met the targets in the action plan to improve curriculum provision and the quality of teaching.

6.2 Leadership and efficiency

The quality of leadership and management of the school is very good and ensures a clear direction to the work of the school and promotes high standards.

- The school has clear aims and values, including social inclusion and a commitment to equality of opportunity for all, which are reflected in its work. These promote a caring ethos and high standards which are successfully promoted by staff and governors. The school achieves its aims of providing a quality education for all pupils and to develop their full potential physically, emotionally, academically, morally, socially and culturally.
- The headteacher provides very efficient, caring leadership and is ably supported by the deputy and staff who work well as an effective team. Teachers and support staff work closely together as a team and are totally focused on improving educational provision and standards of achievement. Teachers share the responsibility for aspects of the curriculum and are effective in providing leadership in those areas and in monitoring provision and standards. Subject co-ordinators manage resources efficiently; they carefully monitor teaching and learning and make regular audits of their subjects to identify areas for development and staff training needs. This information is effectively utilised to create subject development plans which feed into the SDP.
- The governing body is supportive of the school and effectively fulfils all its statutory obligations. The governors are well informed through regular reports from the headteacher and understand their roles and responsibilities. There is a well organised committee structure for managing school aspects, including financial management. Governors make regular visits to the school and have formal curriculum links with subject co-ordinators in order to monitor the quality of education and pupils' standards of achievement.
- The school has made good progress since the previous inspection and succeeds in improving standards of achievement and the quality of educational provision by setting targets in the SDP and through the process of self-evaluation.
- Monitoring procedures are very effective in identifying areas for improvement. The headteacher monitors teachers' planning and the quality of teaching and learning. Curriculum co-ordinators monitor their subjects and aspects through monitoring the provision and standards. They have also developed useful portfolios of pupils' work which provide outstanding evidence of progress.
- The governing body ensures that budget-setting relates efficiently to the school's educational priorities in the SDP over a three year period. The delegated budget is very efficiently administered and the LEA finance department provides appropriate advice and support. The governing body monitors spending on a regular basis and evaluates progress towards targets in the SDP before setting the budget.
- The school's recent financial audit found most procedures to be well managed and the recommendations made in the report have been addressed. The school manages its resources very efficiently and ensures very good value for money.

- There is a full-time clerk who manages the financial administration very efficiently and undertakes administrative tasks to ensure the smooth day-to-day running of the school.

6.3 Staffing, accommodation and learning resources

The provision of staffing and resources is very good; the accommodation is good overall.

- There is an appropriate number of suitably trained and experienced staff to meet the requirements of the curriculum and needs of the pupils. There are relevant job descriptions which clearly define roles and responsibilities. All staff members work very well together, are hard working and highly committed to the school and its pupils.
- Classroom assistants provide very good quality support and make a most worthwhile contribution to the progress and achievement of pupils.
- Arrangements for staff development are very good. Training needs are identified and linked to the SDP. Members attend courses and disseminate the information gained at staff meetings.
- The policy for the induction of members of staff and the good teamwork throughout the school ensure that new colleagues receive good support.
- The school is situated in its own grounds and is adjacent to the junior school. It has pleasant grounds with a hard surface playground, grassed area and gardens. There is a secure outdoor area where children in the early years have regular opportunities for energetic play.
- The school has adequate but not generous space for the numbers on role. There are open-plan classroom areas leading off a central hall, each accommodating a year group of two classes and a nursery. Very careful planning for the organisation and management of their teaching results in very efficient use of all available time, space and resources. Efficient use is made of the hall for a variety of purposes.
- Since the last inspection the leaking flat roof has been replaced and a well planned rolling programme of refurbishment and replacement ensures the building is an attractive and stimulating environment. Attractive wall displays and many portfolios showing a vast array of the school's activities and achievements celebrate the success of the school and individual pupils.
- The quality and quantity of resources for learning are very good overall. Books, equipment and small resources are plentiful; pupils rarely have to share resources.
- Good use is made of the local and wider environment to support pupils' learning. Several educational visits and the many visitors into school make a considerable contribution to the quality of provision for pupils' learning and to their knowledge and understanding in a range of subjects.

7. SUBJECTS AND AREAS OF LEARNING
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Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five, taken overall, is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement are very good in all the areas of learning in both the nursery and

reception classes. By the age of five, the majority of children meet and many exceed the Desirable Outcomes.

Good features

Language, literacy and communications skills

- In the nursery, three-year old children make significant progress in developing their skills in language, literacy and communication and achieve very good standards. They listen attentively, with enjoyment, to stories, poems and rhymes. Children listen with concentration to staff and follow instructions appropriately.
- They are increasing their confidence in discussing their experiences and are developing the vocabulary to express their thoughts coherently. They talk with much excitement when they observe the newly hatched chicks. Children take part enthusiastically in role-play situations, such as in the garden centre and the café which successfully promote their language skills. Through oral activities, children become familiar with Welsh vocabulary.
- They handle books carefully and enjoy sharing them with others; they know that words and pictures have meaning. They listen with concentration to stories such as ‘Hatch Egg Hatch’ and respond well to questions by replying in complete sentences, showing a good understanding of the story. They read their own names and begin to write them correctly; they know letters by their shape and sound, which they use successfully in their early attempts at writing.
- In the reception classes, four-year old children achieve very good standards in language, literacy and communication skills. They are confidently developing their language skills and enjoy taking part in the role-play activities in the ‘sea-side’ area. They take part in conversations, contribute well to group discussions and communicate their own ideas and beliefs. Children listen attentively to others and take account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary.
- Children respond very well to incidental Welsh and are familiar with language patterns; they respond with enthusiasm to oral activities.
- Children make very good progress in developing reading skills; they have a good knowledge of phonics and can read words and sentences in Big Books and in their reading books. They successfully follow text in stories and nursery rhymes and enjoy sharing books with others, especially those books that they take home. They competently operate the listening centre and listen with concentration to stories and poems.
- Children benefit from working in the writing area to practise using their emergent writing skills to produce good quality letters, postcards, invitations, lists and stories. They make good attempts at writing, especially their news, and some successfully read what they have written.

Personal and social development

- In the nursery, children make very good progress in their personal and social development. They show confidence and self-respect and are able to establish effective relationships with other children and adults. They show independence when choosing resources and share equipment readily during practical activities.
- They demonstrate very good personal and social skills during snack-time. The children are well behaved and understand the difference between right and wrong. Personal and social skills are developed successfully during group time sessions and particularly during Circle Time.

- In the reception classes, children achieve very good standards and make good progress in developing personal and social skills; they have very positive attitudes to their work. They work well together in groups and pairs, taking turns and sharing equipment appropriately.
- They respond well to expectations of behaviour and to the school's provision for moral and social development. They have a good awareness of Welsh culture through visits to places in the locality and the incidental use of Welsh. They gain confidence to express their ideas during Circle Time and are aware of the rules to take turns to speak. They listen politely to other children and are very well behaved.

Mathematical development

- In the nursery, children achieve very good standards and successfully use mathematics as an integral part of activities such as cooking, shopping activities, building with bricks, using dough and sand and water play. They use mathematical language appropriately when sorting by colour, size and shape. Children count and recognise numbers to five, some to ten. They count the chicks as they hatch and explain clearly if there are more or less than the previous day.
- They know the names of colours and accurately describe the colours on the eggs which they match to the appropriate basket. They recognise the correct numerals and match them to the appropriate sets of eggs in the basket. They explain clearly which basket has more and which has fewer. They recognise and name simple 2-D shapes and some 3-D shapes. Children enjoy singing number rhymes and action songs, which support their understanding of number concepts.
- In the reception classes, children achieve very good standards and increase their knowledge and understanding of number during oral work. They count to 20, both forwards and backwards; they correctly order and record numbers to 10. Children use mathematical language appropriately and use apparatus to aid calculations.
- They investigate problems, such as finding out if there is enough pop in the bottle to fill six cups for a birthday party. They make good attempts to estimate how many cups the bottle of pop will provide and understand the need to measure quantities in order to solve the problem. They recognise and name 2-D and some 3-D shapes correctly; they compare, order and sequence shapes according to colour, shape and size. They realise the purpose of money during shopping activities. They understand the passing of time and the sequence of events in the day. Children begin to use non-standard measures confidently during practical activities.

Knowledge and understanding of the world

- In the nursery, children achieve very good standards and demonstrate their knowledge and understanding of the environment by talking about their families and where they live, and by describing events in their lives in the past and the present.
- When investigating living things, they make close observations of the eggs in the incubator and know that they need warmth in order to hatch. They show great excitement when the eggs hatch and clearly describe their appearance and what they need in order to survive. They observe their growth daily and describe in detail how they move, feed and the sounds they make. They calculate the ages of the chicks and determine which one was the latest to hatch.
- They explore and select appropriate materials to make collage pictures, using cutting and sticking skills successfully. They use a computer and mouse control confidently to draw pictures and to select different options on screen.

- In the reception classes, children achieve very good standards and develop their knowledge and understanding of scientific concepts. Through practical investigation they are beginning to understand the importance of caring for living things. They use a hand lens to make close observations of tadpoles, stick insects, worms and mini-beasts. They explain clearly what they need in order to live. When studying flowering plants and their growth, pupils know that they need soil, water and light to help them grow. They correctly name parts of the plant and explain clearly their function, particularly their roots.
- The children develop manipulative skills well, using scissors, glue and a range of tools for different activities. They investigate how to make a lighthouse and successfully make their own models.
- They use computers confidently and use the mouse with very good control to move items on screen; they draw pictures and patterns and competently print out their work. They use a range of software including programs to support their learning in literacy and numeracy skills.

Physical development

- In the nursery, children achieve very good standards and confidently develop their physical skills when using the outside area. They successfully ride and manoeuvre a range of wheeled vehicles and toys with good co-ordination and control. They demonstrate confidence and independence on the climbing equipment. They show good physical skills when climbing, balancing, sliding, crawling and jumping off the apparatus.
- Very good use is made of outdoor activities, such as gardening, role-play, doll washing, sand, water and craft activities which promote high levels of creativity, physical and social skills.
- During indoor physical education sessions, children listen carefully to instructions and respond well to commands. They make very good use of space to perform a range of movements and find different ways of moving round, under and over a range of apparatus. They understand the need for exercise and how the heartbeat quickens.
- Children's fine motor skills are very well developed; they handle tools and construction equipment competently and make good use of malleable materials, such as dough, to make shapes and models.
- In the reception classes, children have very good physical skills and increase their confidence and co-ordination when moving and using small apparatus. They perform different movements with good awareness of space and others around them.
- During play activities, children use climbing equipment confidently and develop gross motor skills of crawling, sliding, balancing, swinging and climbing with ease. They make very good use of the purposeful outdoor activities to improve their physical and creative skills, such as role-play at the fire station and creating ramps and roadways for their vehicles.
- Children's fine motor skills are well developed as they confidently handle tools and small pieces of equipment. When using dough and clay, they successfully knead, roll and cut shapes using a range of tools and cutters.

Creative development

- In the nursery, children achieve very good standards and use paint and brushes confidently to produce a variety of artwork. They experiment with printing techniques using a range of objects to make attractive printed patterns. They create effective kite and

umbrella mobiles decorated with printed patterns. Children develop their cutting skills and successfully use glue and glue sticks to make effective collage pictures.

- They select appropriate collage materials and enjoy embellishing their work with a range of decorative shapes. They use a variety of media and textures to make effective class friezes. They study the work of Jackson Pollock and use paint and a variety of tools to create their own attractive patterns. Their drawing skills are well developed and children show confidence when drawing spring flowers from observation.
- In music, they sing a variety of songs and nursery rhymes with enthusiasm. They make their own instruments and explain clearly their names and how they are played. They confidently explore sounds when playing the instruments and know the difference between loud and quiet sounds; they can follow directions to accompany their singing, keeping a steady beat.
- In the reception classes, children achieve very good standards; they develop their painting skills and confidently paint a range of pictures, including printed patterns using paint and cotton buds. They study the work of Ceri Richards and produce their own effective abstract patterns using paint and a range of tools.
- Their drawing skills are developing very well and they make good attempts to draw and paint from observation. They use a range of printed backgrounds and collage materials to produce lively pictures of favourite scenes, such as the zoo and the sea-side.
- In music, they become more familiar with different styles of music and songs. They sing a variety of songs, hymns and rhymes with enthusiasm. Children play a range of instruments to accompany their singing and play in time with the music, keeping a steady beat. They recognise and correctly name different instruments and describe their sounds. They explore sounds and instruments to create their own music.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement in KS1 are very good overall and pupils make very good progress. Standards are very good in listening, speaking and reading skills and pupils benefit from the daily group reading sessions; in writing, standards are good.

Good Features

- Pupils' listening skills are very good and they respond eagerly to questions and instructions. They listen attentively with interest and concentration to adults and each other's contributions. They respond well to instructions and questions showing a high level of understanding.
- Pupils achieve very good standards in speaking skills. They speak clearly and confidently in lessons, using an appropriate range of vocabulary. They enjoy taking part in drama and role-play activities when they speak confidently and coherently. Pupils benefit from frequent oral and practical sessions, including 'Thinking Skills' in Year 1, which are focused on promoting high standards in oracy skills.
- By the end of the key stage, pupils contribute eagerly to discussion and respond with enthusiasm to questions during oral sessions; they are keen to voice their opinions and give articulate answers to questions.
- Standards in reading are very good and pupils use a range of methods and strategies, including phonics, to read new words. They make good progress towards improving their

fluency and accuracy, supported by class reading of Big Books and shared reading activities. Pupils are encouraged to take books home to share with their parents. There is a useful home/school reading system which succeeds in encouraging parents to support their children's reading.

- By the end of the key stage, many pupils are reading fluently from a range of texts. They explain clearly the roles of the author, the illustrator and the use of the contents page and index. They are able to discuss the contents of their books, re-tell the main events of stories and predict how stories will end. Pupils make good use of reference books, CD-ROMs and the Internet to consolidate skills and find information about various subjects.
- The standard of pupils' writing is good. There are good examples of stories, poems, lists, instructions, descriptive writing and reports. Pupils use a range of strategies to learn new vocabulary, identify word patterns, sentence patterns and punctuation in text, which they use in their own writing.
- Year 1 pupils write their news independently in complete sentences, with appropriate punctuation and mainly accurate spelling. Year 2 pupils have a good understanding of sentence and story structures and know that stories require a beginning, middle and an end. They make good use of their knowledge of phonics to spell unfamiliar words as well as using word books and dictionaries.
- Pupils with SEN make very good progress in developing their language and literacy skills in line with the targets set in their IEPs.

Shortcomings

- Pupils have limited skills in planning, drafting and improving their writing, including the use of word processing to develop the process.
- Pupils' handwriting and presentation skills are underdeveloped. They do not consistently develop correctly formed letters. Older pupils do not build on their knowledge of letter formation to join letters in words.

Mathematics

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils across the key stage make good use of mathematics as an integral part of many activities. They make effective use of information technology to practise and improve their skills.
- During problem solving activities, pupils start to organise their work in a logical fashion and use mathematical language when responding to questions or discussing their work. Their very good oracy skills make a substantial contribution to their understanding and reasoning in mathematics.
- Pupils in Year 1 show very good use of mental skills to calculate number combinations when problem solving. Higher achieving pupils show a good understanding of place value. They order numbers to 100 correctly and quickly explain how many tens or units are in a given number. In Year 2 pupils have a good grasp of mental mathematics and use a variety of strategies to calculate answers, which they are able to explain.
- They are becoming familiar with sequences of numbers and are learning the multiplication tables. They recognise patterns on a hundred square and, as a group, know up to the five times table and the ten times table; individually, pupils can explain how they arrive at an answer using their knowledge of number relationships.

- Pupils use the language associated with two and three-dimensional shapes. Younger pupils name familiar shapes using the correct vocabulary and older pupils progress to describe the properties of shapes using terms such as side, face, angle and right angle.
- Pupils enjoy experimenting with the floor turtles, using their good understanding of angles and turns to program routes. Older pupils understand an angle as a measure of turn and that using '90' will make a right angled change of direction.
- When measuring, younger pupils use a range of non-standard measures while older pupils explain clearly why standard measures are necessary. Older pupils use metres and centimetres confidently and demonstrate a good start to their understanding of measuring time using analogue and digital clocks.
- Pupils make good use of data handling skills. They collect information, for example, about their favourite foods and about themselves, then present it on paper and the computer using a variety of ways including bar graphs and pie charts.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils make good progress in the development of their knowledge, understanding and use of the skills for scientific investigation. They undertake a wide variety of practical activities with enthusiasm and enjoyment, which makes a good contribution to pupils' scientific knowledge and understanding.
- Good progress is made in pupils' ability to record their work in a variety of suitable ways. For example, they draw, write, complete Venn and Carroll diagrams and make very good use of the computer to record data.
- In Year 2, pupils demonstrate a good developing understanding of the concept of fair testing in their investigations. They make suitable suggestions for ideas to carry out an investigation, give sensible predictions and some higher achievers are starting to notice patterns and make generalised statements from their results.
- When learning about life processes and living things, younger pupils discuss similarities and differences of their physical features and make observational drawings of flowers while older pupils study the life cycle of a frog, the importance of senses and how they are used and find out what is necessary for a healthy life.
- In their study of materials and their properties, pupils make good progress in their understanding of an increasing number of materials. They learn to identify materials from simple visible properties and sort them according to given criteria, including being magnetic. In Year 2, pupils sort materials according to their translucency and investigate which fabric is the strongest. They make increasing use of the correct scientific language to describe their findings.
- Pupils in Year 1 learn about various sources of light and the dangers associated with electricity while older pupils learn how to construct circuits and, knowing that a complete circuit is necessary, they make predictions which given circuits will work before testing them.

Shortcomings

- At times, pupils' written recordings are untidy and insufficiently detailed.

Welsh second language

Standards of achievement in KS1 are very good overall. They are very good in speaking, listening and reading; they are good in writing. Pupils make very good progress.

Good features

- Pupils develop their use of incidental spoken Welsh and respond very well to commands at specific times during the day. They greet each other in Welsh and extend their responses well by confidently discussing the weather and expressing feelings, likes, dislikes and needs. Older pupils can carry on a conversation using correct vocabulary with good pronunciation. They know the words of poems and action songs, which they recite and sing with good pronunciation.
- Pupils are familiar with a range of vocabulary; they know colours, can count and name different foods, clothes and everyday objects. Older pupils know the vocabulary associated with the weather, and can name parts of the body, members of the family and the rooms in a house. Pupils respond well to questions about themselves and make good attempts to answer in complete sentences, using known language patterns. They take an active and enthusiastic part in role play activities as they become more familiar with sentence patterns. Year 2 pupils benefit from playing in the clothes shop where all transactions are conducted through the medium of Welsh.
- Pupils enjoy stories in Big Books and simple reading books and make very good attempts to read the texts. They listen carefully to questions and instructions, focusing on known sentence patterns and respond appropriately, showing an understanding of vocabulary. Year 1 pupils recognise and name colours and various items of food. They respond well to familiar language patterns to ask and answer questions and are able to reply in either the affirmative or the negative when asked if they like certain foods.
- Year 2 pupils are familiar with vocabulary associated with clothes and correctly recognise and name a range of clothes labels and their colours. They use the words in known question and answer patterns when engaged in dice games and role-play activities. They successfully sequence sentences of a dialogue and read them in the correct order. They read the text of class books with a high degree of accuracy and understanding.
- Pupils make good use of picture dictionaries to find new vocabulary and use computer programs and videos to consolidate knowledge and record their use of Welsh. They record daily weather patterns on charts and write accurate sentences to describe weather map symbols.
- All pupils show a positive attitude to learning Welsh and teachers make it an enjoyable experience. Pupils' awareness of *Y Cwricwlwm Cymreig* is good and it promotes a sense of pride and belonging in the community.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards of achievement in KS1 are very good and pupils make very good progress.

Good features

- Pupils have a very good understanding of the designing and making process and make good progress in developing their skills. They make an appropriate variety of products, learning to refine them as they work and evaluate them against their original or changed designs.
- Younger pupils confidently draw plans for their intended work and start to consider what they will require and older pupils make several designs and annotate their final choice with details of the materials they will use. Some are able to apply previous knowledge to generate and develop ideas.
- Pupils manipulate simple tools safely including, for instance, cutting wood carefully to the correct size to make picture frames. They join materials in a variety of suitable ways using glue, tape, staples and paper fasteners.
- Pupils make very good use of construction kits to help them investigate and solve problems. For example, they build towers, trying to make them stronger and investigate the effects of linking cogs when learning about mechanisms.
- Pupils learn about the properties of materials and use this knowledge to help them to make suitable choices when, for example, making model boats. They produce a good variety of boats and apply appropriate finishing techniques.
- Pupils experience working with textiles and learn about the different ways to dye and decorate fabrics. For instance, they print fabric with repeating patterns in the style of Laura Ashley and use tie-and-dye techniques to decorate T-shirts. They practise embroidery stitches to make attractive bookmarks with cross-stitch designs.
- Pupils often research a topic before designing and making models. For instance, the 'Tufty Lady' talked about the value of reflective clothing in preparation to pupils designing and making posters. They use computer programs to research designs, such as different types of boats, before deciding which sort to make.
- During a workshop from the Invention and Discovery Roadshow [XL Wales], pupils successfully applied their knowledge of control technology to make windmills with turning sails.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement in KS1 are very good and pupils make very good progress.

Good features

- Pupils make very good use of ICT skills to support their learning in many subjects. They have secure skills, knowledge and understanding and turn readily to a good variety of technology, including digital cameras, during their everyday activities.
- Text handling skills are developed systematically. Younger pupils use a word bank to build up a sentence and write words on the screen using capital letters and 'delete' to make amendments. Older pupils use basic text formatting, changing the font face and size of text and use click and drag to highlight text. They use correct punctuation and start new lines for effect, for instance, when writing poems following a visit to a castle. Pupils save, retrieve and print work independently.
- Pupils confidently open and close folders and files on the computers. Older pupils open the web browser, are aware of the browser layout and can use the menu bar appropriately.

They use hyperlinks to navigate websites chosen by their teachers. Pupils are starting to share their own work through preformatted e-mails.

- Pupils make very good use of the interactive whiteboards to practise and reinforce their learning in a variety of subjects, including English and mathematics. With help, pupils also use it to navigate a multi-media presentation using hyperlinks.
- Effective use is made of data handling programs to display their findings about, for example, their journey to school and types of transport used. Pupils start by exploring pictorial databases and move on to entering data into cells on a table and displaying the information as a variety of graphs. They are beginning to search the databases for information.
- Pupils begin to understand that making choices can cause a difference to the outcome in simulation programs. For example, experimenting with changes of colour on drawn houses and using Internet simulations to make on-screen decisions in a history linked game.
- Pupils use control technology effectively when programming a floor robot to follow a course of instructions. They link commands together and, with support, record the sequences.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils make good progress in their understanding of changes over time. They demonstrate an awareness of the passing of time by using the correct everyday language. Pupils communicate their findings appropriately through written accounts, making time lines, drawings and using ICT. Some pupils in Year 2 write stories, for example, about Betsy Cadwaladr, at length and in the correct chronological order.
- A good variety of sources is used by pupils to find answers to questions about the past. They handle artefacts, make visits, use role-play and research using the computer and books. They are starting to understand that the past can be represented in a variety of ways.
- Pupils' understanding of how things have changed over time is enhanced through playing with old toys during a visit to a museum and then comparing them with toys of today.
- When studying their locality, pupils use old photographs to identify changes of familiar places and compare the past with the present.
- Pupils learn through stories about people of the past whose lives made changes that affect our lives, such as Louis Braille, Guy Fawkes and Betsi Cadwaladr.
- When visitors talk to pupils about the past, they formulate appropriate questions and then make simple observations; they are starting to offer explanations as to why people acted the way they did.
- Chronological awareness is developed through, for example, pupils sequencing pictures of themselves growing up and how the means of washing clothes have changed through the decades of the twentieth century.

Shortcomings

- The presentation of written work by some pupils is not undertaken with sufficient care.

Geography

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils have a good understanding and knowledge of place, direction and their locality. They list natural and human features in the school grounds and the local area and record these carefully using drawings, maps, symbols and labels. They recognise places in photographs and clearly explain their uses.
- Pupils identify Wales on a map of the British Isles and accurately show Caerleon on a map of Wales. They study maps of the world and collect postcards of places visited and holiday destinations and successfully find their location on the maps. They are familiar with a globe and clearly explain the features of planet Earth, identifying its physical features, including seas and land.
- Year 1 pupils draw detailed plans of the school and correctly label the different areas. They draw routes around the school and list the features they see. Year 2 pupils draw simple maps of their journey to school, showing a good sense of scale and position, and describe the geographical features they pass on the way. They use maps to measure distances from their homes to school. They investigate different modes of transport used by pupils to travel to school and use tally charts to record their findings. They develop this information by drawing graphs and using computer generated graphs to show how pupils travel to school.
- Year 1 pupils have a good knowledge and understanding of direction and use the correct vocabulary to describe directions on a map. They use signpost maps to record directions around the classroom. Year 2 pupils understand the use of a key to explain symbols on a map. They draw maps of imaginary places and use a grid overlay to plot co-ordinates of different features.
- Year 2 pupils investigate the physical and human features of the sea-side and compare them with those of their locality.
- Pupils have good awareness of the wider world. They can recognise hot and cold countries from photographs and books. Through their study of Australia and Africa, pupils describe similarities and differences between features of their own country with those of the contrasting countries, such as climate, homes, schools and physical features.
- Pupils have a good understanding of the effect of pollution and human activity on places and the need to care for the environment. They know the importance of recycling goods and the need to conserve trees in order to keep air clean. They understand how the accumulation of rubbish affects the appearance of the environment and causes pollution.
- Good use is made of ICT to create maps, charts and graphs, following directions on plans, programming a floor robot to follow directions and using CD-ROMs and the Internet to find information.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement in KS1 are good and pupils make good progress.

Good features

- Pupils confidently explore the elements of line, colour, shape, pattern, texture and form and experiment with different art techniques including drawing, printing, tie and dye, collage, sculpture and clay work.
- Pupils explore paint and confidently use different brushes and techniques to paint and print effective patterns. They investigate paint mixing techniques and name the primary colours; they explain clearly how they mix paint to produce shades and tones of one colour.
- Pupils explore printing using a variety of techniques with natural and man-made objects. Year 1 pupils investigate the work of Laura Ashley and make close observations of repeated patterns in fabrics and wallpaper. They create their own designs to make patterns in preparation for printing their own fabrics.
- Year 1 pupils make good progress in developing their observational drawing skills and produce good quality, detailed pencil drawings of an African snail. They discuss the work of Mary Cassat in preparation for drawing a mother and child, using pastels.
- Year 2 pupils make detailed observational drawings of places in the locality including the museum, the common, the church, the river and the bridge. They use a digital camera to make studies of the places they visit and develop their drawings into effective water colour paintings.
- Pupils appreciate the work of famous artists from different times and cultures, including local and Welsh examples. Year 2 pupils visit Newport Art Gallery and study the work of local artists. They experiment with colour mixing using a range of media to produce attractive landscape pictures.
- Year 2 pupils explore sculptures in the style of Andy Goldsworthy by using natural materials such as stones, shells, plants and seeds to create their own sculptures. Pupils experiment with clay using a range of tools to create tiles and images of buildings in the locality. Artists in residence work with pupils to design and create effective murals which enhance the environment both inside and outside.
- Pupils explore textiles and the composition of fabrics through weaving techniques using a range of media, such as paper, card, plastic and various fabrics. They experiment with tie and dye techniques to create effective patterns on T-shirts.
- All pupils make very good use of drawing and graphic design computer programs to create designs and art work.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement in KS1 are good and pupils make good progress. Standards have improved considerably since the previous inspection.

Good features

- Pupils have a well balanced range of skills in composing, performing and appraising music.

- They confidently sing a wide variety of songs, hymns and rhymes in English and in Welsh, singing loudly or quietly as directed. They know the difference between long and short notes and recognise the significance of normal, quiet and loud singing and the use of silence. They sing in tune with clear diction and appropriate attention to breathing and the quality of sounds.
- Pupils follow clapping patterns and body sounds and repeat them correctly, adapting to different rhythms. They can clap and play a range of instruments in time with the music, keeping a steady beat.
- Year 1 pupils have a good understanding of pitch and can differentiate between high and low notes. They explain clearly the difference between ascending and descending notes on tuned instruments. They listen carefully to a story and take turns to play the notes on a xylophone to illustrate parts of the story.
- Year 2 pupils listen carefully to ‘The Aquarium’ from ‘The Carnival of the Animals’ and create their own music based on similar themes. They work collaboratively in groups to compose good quality music using a range of tuned and untuned instruments to represent the movements of tropical fish. They create an effective collage picture to represent their music and use it as a graphical score when the fish pictures are placed on the score to show the order of play. Each group performs its composition with confidence to the rest of the class. The final performance is tape recorded and evaluated; pupils offer suitable suggestions for improvement.
- Pupils have good listening and appraisal skills. Pupils listen to a variety of music played in assemblies and clearly describe the sounds and which instruments are played. They listen with appreciation to live performances, including a visiting harpist and a Welsh Brass Band.
- Pupils’ musical performances successfully enhance assemblies, community events and school productions. The extra-curricular music, choir and recorder clubs succeed in enhancing pupils’ musical skills.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards of achievement in KS1 are very good and pupils make very good progress.

Good features

- All pupils understand the necessity for warm-up activities and explain clearly the beneficial effects of exercise on body fitness and general health. They understand the changes in the rate of their heartbeat and the reasons for the warming up and cooling down elements of lessons.
- Pupils have a very good awareness of space, moving at different levels and directions. They listen attentively and follow instructions appropriately. They listen carefully to the beats on an instrument to perform movements. They move in a variety of ways, such as running, skipping, jumping and hopping at different levels and varying directions of travel.
- Pupils listen carefully to a range of music to perform movements. Year 2 pupils listen to African drum music and move creatively to the rhythm and beat of the music. They develop their movements to perform a sequence, moving at different levels. They

evaluate each other's movements and offer suggestions for improving them. Pupils use a range of drums to create their own rhythms.

- Pupils learn the patterns and sequences of traditional Welsh dances and perform the dances in time with the music.
- During gymnastics, pupils show very good space and body awareness to travel at different levels and perform a range of physical skills, such as jumping and landing, balancing, climbing and rolling. Pupils handle apparatus sensibly and lift, carry and use it safely. Year 1 pupils practise their jumping and balancing skills and successfully transfer these movements across, around and over the apparatus. They also make very good use of the space between the apparatus and perform to a high standard.
- Very good opportunities are provided for pupils to develop physical skills through indoor and outdoor games. They develop and practise a variety of ways of sending and receiving a ball in preparation for team games, such as rounders. Some pupils demonstrate a very good degree of ball control.
- During tennis skills practice, pupils work well in pairs to throw, bounce, catch and hit a ball. Pupils demonstrate very good ball control skills and co-ordination.
- Pupils have a very good understanding of the need for health related exercise and the benefits of physical activity to improve health and well-being. The school is extremely successful in promoting events, such as a Skipathon, Sport Day and the use of the timber trail. Pupils' physical skills are enhanced through the use of games equipment boxes at playtimes and taking part in extra-curricular clubs, such as rounders.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievement in KS1 are very good and pupils make very good progress. The school follows the Local Agreed Syllabus and pupils study Islam as the additional faith.

Good features

- During collective worship, pupils sing tunefully and with meaning. They respond appropriately to opportunities for personal prayer and reflection.
- Pupils are attentive during stories and while listening to pieces of music. Older pupils are developing a very good sense of empathy. For example, when learning about the story of Mary Jones, they express an understanding of her feelings when she thought her journey to get a Bible had been in vain.
- Pupils are becoming aware of life's experiences. Younger pupils identify and talk about aspects of their lives that are important to them while older pupils give reasons when they explain important aspects of their lives. Some are able to talk about priorities in their lives.
- Pupils are developing appropriate knowledge and understanding about aspects of religious belief, practice and lifestyle. They are familiar with a good variety of stories from the Bible and know about principle events in the Christian faith, such as Christmas and Easter. Pupils learn about ceremonies such as Christenings and weddings.
- They identify symbols and key features and can explain in simple terms why people belong to faith communities. Pupils in Year 1 know about the artefacts to be found in a mosque and older pupils can recall what they have learnt about Ramadan, the need for

fasting and the Festival of Eid, for example. Some pupils are starting to use terms such as fasting, festival and celebration when talking about their work.

- Pupils record their feelings, ideas and information in a variety of appropriate ways such as written accounts as an observer or as a participant, sequencing events and in picture form. Some pupils write at considerable length.
- Pupils learn to be thankful for the good things around them and to think of others less fortunate. They show kindness and generosity by sharing what they have with others, such as the harvest produce collected in the autumn.

Shortcomings

- The written work of some pupils lacks care in its presentation.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was inspected in 1998 and produced an action plan to address the key issues; all have been implemented.

Key Issue 1

Raise standards in music.

- School self-evaluation 2004: A new co-ordinator was appointed who introduced a new scheme of work. Skill activities were developed to enhance the scheme. The subject is monitored regularly by the co-ordinator to ensure improved standards in teaching and learning.
- The current inspection found that standards of achievement have improved and are now good.

Key Issue 2

Disseminate the very good practice to ensure consistency in the quality of teaching.

- School self-evaluation 2004: The shortcomings in teaching were addressed to ensure that lesson plans have clear learning objectives which are shared with pupils. Clear instructions are given to pupils so that they know what the expectations are for learning.
- Lessons build on previous work and plenary sessions are used to share, discuss and evaluate work undertaken by pupils.
- The current inspection found the quality of teaching to be good or very good in 95 per cent of lessons.

Key Issue 3

Further develop the monitoring role of the curriculum co-ordinator in foundation subjects by securing their subject expertise and providing opportunities for them to monitor effectively the delivery of their subject area.

- School self-evaluation 2004: Co-ordinators monitor teachers' planning and evaluations, policies and schemes of work and pupils' work books.
- The senior staff and co-ordinators have received training in classroom observations. The teaching and learning in each subject is monitored on a regular basis and new recording sheets are used to evaluate observations.

- Portfolios of pupils' work have been compiled and staff have attended moderation meetings to level samples of work according to NC criteria.
- Good practice is shared within the school and through visiting other schools.
- The current inspection found that the role of the curriculum co-ordinator has improved to include effective procedures for monitoring curriculum provision and standards of achievement.

Key issues for action

In order to build on the good standards achieved by the pupils and to improve aspects of provision, the school needs to:-

- improve standards of achievement in handwriting and presentation skills across the curriculum;
- improve rates of attendance.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Caerleon Lodge Hill Infant and Nursery School
School type	Infant
Age -range of pupils	3-7
Address of school	Roman Way Caerleon Newport
Post-Code	NP18 3DY
Telephone Number	01633 421735

Headteacher	Mrs S Coombes
Date of appointment	December 1997
Chair of Governors/ Appropriate Authority	Mr P Sturt
Registered Inspector	Mrs M E Evans
Dates of inspection	7-10 June 2004

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	22	49	53	51					175

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil:adult (fte) ratio in nursery classes	11:1
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	95	94		95
Term 2	93	95		94
Term 3	87	92		90

Percentage of pupils entitled to free school meals	11
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 50					
Percentage of pupils at each level								
			D	W	1	2	3	
ENGLISH:	Teacher Assessment	School	0	0	4	74	22	
		National	0	4	14	63	20	
EN: Reading	Teacher Assessment	School	0	0	4	72	24	
		National	0	4	14	55	27	
EN: Writing	Teacher Assessment	School	0	0	0	86	14	
		National	1	5	14	69	11	
EN: Speaking and listening	Teacher Assessment	School	0	0	8	60	32	
		National	0	3	12	63	22	
MATHEMATICS	Teacher Assessment	School	0	0	4	72	24	
		National	0	2	11	63	24	
SCIENCE	Teacher Assessment	School	0	0	6	64	30	
		National	0	2	10	68	20	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	94	In Wales:	79

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of nine inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and with the parents; 13 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 58 completed questionnaires were carefully analysed;
- a scrutiny was made of school documentation.

During the inspection:

- evidence of lessons observed was based on approximately 26 hours of inspecting 55 lessons across the age groups;
- other observations included assemblies, registration, extra-curricular activities and lunch and play times;
- discussions were held with the headteacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school; inspectors listened to a representative sample of pupils read;
- a scrutiny was made of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the headteacher, the staff and the governing body to provide oral feedback on the inspection findings.

E. Composition and responsibilities of the inspection team

Inspector	Type	Subject Responsibilities	Aspect Responsibilities
Mrs M E Evans	Registered Inspector	Under-fives; English; Welsh second language; geography; music; art; physical education.	main findings; standards of achievement; standards in key skills; quality of teaching; curriculum; SEN; quality of self-evaluation; leadership and efficiency; progress since the last inspection; key issues for action.
Mrs C Llewellyn	Team Inspector	mathematics; science; design and technology; information technology; history; religious education.	pupils' spiritual, moral, social and cultural development; assessment, recording and reporting; support, guidance and pupils' welfare; staffing, accommodation and learning resources.
Mr C Brentnall	Lay Inspector		attendance; behaviour and attitudes; partnership with parents and the community; partnership with industry.