

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**The Caerleon Endowed Junior School
High Street,
Caerleon, South East Wales.
NP18 1AZ**

School Number: 680/3311

Date of Inspection: 15th to 18th May 2006

by

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Registered Inspector No.15942

Date of Publication: 1st July 2006

Under Estyn contract number: 1125205

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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The Caerleon Endowed Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of The Caerleon Endowed Junior School took place between 15th and 18th of May 2006. An independent team of inspectors, led by Mr Robert Alun Isaac undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a short inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 The Caerleon Endowed Junior School was founded in 1724, funded by an endowment from Charles Williams Esquire. It still serves the expanding town of Caerleon and its surrounding area as far as Tredunnock and Llandegfedd, and is still situated on the same site. The school is administered by Newport City Council and holds voluntary aided status with the Church in Wales. It is still supported by the Charles Williams Trust Charity which invests in it regularly and to a significant extent. Its central aim is to promote Christian teaching and values. There are 330 pupils on roll (fte - full time equivalent) aged from seven to eleven years, and 174 of these come from outside the traditional catchment area. These numbers are slightly more than those recorded by the last Estyn inspection in May 2000. Since that inspection, the old school house has had a major structural refurbishment and this has dramatically enhanced the quality of accommodation. The school is very over-subscribed and its governing body regularly has to decide upon applications for admission. The school describes the surrounding locality as relatively prosperous and the nature of the intake is often advantaged. There are many able pupils and few less-able pupils. Most children have previously attended the associated and adjacent infants' school. The headteacher has been in post since 1998.
- 2 About two per cent of the pupils are entitled to receive free school meals, which is well below the national average. Eighteen pupils, or under six per cent, have some form of special educational need (SEN), which is well below average when compared nationally. Six pupils hold a statement of SEN, which is in line with the average. English is the predominant home language in most cases. Very few pupils come from a Welsh speaking home and none are *looked after* by the local authority. About five per cent of pupils have minority ethnic backgrounds. The school has twelve classes, three per year group, thirteen full-time teachers (fte) including the headteacher, and two part-time teachers. Pupils with SEN are helped by two classroom assistants with accreditation from the Nursery Nurse Education Board (NNEB). All class sizes are 30 or below and all contain single-age groups.

The school's aims, priorities and targets

- 3 The school's aims and objectives, some of which are set out below, are shared with parents in its prospectus:
 1. To provide each individual with the means to develop his/her whole personality so that he/she may take his/her place as a happy and useful member of society.
 2. To provide him/her with opportunities for learning and participate in experiences which will make his/her progress through school both beneficial and enjoyable.
- 4 The school has identified nine priorities for development in 2006. They include:
 - to develop and refine key skills across the curriculum;
 - to develop challenge for the more able pupils;

- to maintain standards in English, mathematics and science; and
- to achieve dyslexia friendly status.

Summary

- 5 The Caerleon Endowed Junior School is an outstanding school where pupils often achieve very high standards and the quality of teaching is often of the highest quality. Excellent teamwork is at the heart of this school's success and it gives very good value for money.

Table of grades awarded

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

Standards achieved in subjects and areas

- 6 Standards of achievement are usually high and often outstanding. Standards have improved considerably since the last inspection and pupils regularly achieve highly over time. High standards have been maintained for the last seven years in national tests.
- 7 Pupils, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills. Boys attain almost as highly as girls and there is no significant difference in their attainments.
- 8 Pupils' standards and progress in speaking, listening, reading and writing, numeracy and the use of information and communications technology (ICT) are outstanding. Standards in the use of incidental Welsh are good with no important shortcomings.
- 9 The behaviour of learners is excellent and contributes significantly to the standards they achieve. Pupils' attitudes toward learning are outstanding. They show a keen interest in their work and make sustained efforts to concentrate.
- 10 Attendance rates are good, averaging 95 per cent for the last year. Most pupils arrive punctually. The progress they make in their personal, social, moral and wider development is outstanding.

The quality of education and training

11 The overall quality of teaching is good with outstanding features. In the 38 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	0%	0%	0%

12 Teaching shows at least good features with no important shortcomings in 100 per cent of lessons observed, comparing well nationally where teaching is at least good in 79 per cent of lessons¹. Within this proportion, 55 per cent of teaching has outstanding features, as opposed to 18 per cent nationally. This is well in excess of the current national target of 50 per cent to be graded 1 or 2. This shows much improvement in the quality of teaching recorded in the last inspection, when only 70 per cent of teaching was good or better and five per cent had significant shortcomings.

13 The outstanding features of teaching include:

- excellent working relationships between teachers, learners and other adults that promote a high quality ethos in lessons;
- the high but appropriate levels of challenge in the tasks teachers set pupils;
- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
- the way that teachers prepare a wide range of resources and activities to engage pupils fully in their learning.

14 The quality of assessment, recording and reporting is good with outstanding features. The assessment coordinator provides the school with very good leadership of this aspect of the school's work.

15 Learning experiences meet the needs and interests of learners in an outstanding way. The curriculum complies with statutory requirements, and, to a significant degree, pupils have equal access to a broad, balanced, enhanced and exciting curriculum. The curriculum's outstanding features include:

- the manner in which the school responds to pupils' learning needs;
- the overall nature and richness of curricular experiences;
- the quality and range of extra-curricular opportunities; and

¹ The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2004-2005.

- the partnerships in learning with a wide range of external specialists.

16 The school's partnerships with parents, the local community, other schools and higher education institutions, and the local education authority (LEA) are highly successful and have outstanding features that enrich the school's life and work and enhance pupils' learning experiences on a regular basis.

17 The promotion of pupils' spiritual, moral, social and cultural development is good with outstanding features. Learners have experiences of an exceedingly high standard in whole-school assemblies and acts of collective worship. They participate in these gatherings often and to a considerable extent.

18 The quality of care, support and guidance and the attention paid to pupils' welfare is outstanding. The provision for pupils with SEN is good with outstanding features in the leadership of SEN and in the early diagnosis of need.

Leadership and management

19 The overall quality of leadership and management is good with outstanding features. The best features of leadership include:

- excellent team work between all the school's stakeholders;
- the outstanding leadership provided by the headteacher;
- the able support of the deputy headteacher;
- the good leadership of subject coordinators;
- the strong spiritual leadership of the chairperson of the governing body (GB)
- the strength of governance provided by the governors and the trustees; and
- the active inclusion of pupils in leadership through regular meetings of the school council;

20 The headteacher and deputy headteacher regularly monitor and evaluate the quality of teaching and learning, but subject coordinators are less involved in this process. That said, coordinators regularly take in pupils' work to assess the outcomes of teaching.

21 The GB makes a very strong contribution to leadership and strategic management through its monitoring role and the quality of its involvement as a critical friend of the school. This is also true of the trustees of the Charles Williams Trust.

22 The school's self-evaluation processes and planning for improvement are of high quality. The findings of the inspection team match those of the school in its self-evaluation report in this key question as in all others.

23 The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive and accurate. This is a school which has raised its standards over the last six years. It is completely committed to improving what it does, and has successfully developed

very good self-evaluation procedures. These have been instrumental in the excellent progress it has made since its last inspection.

- 24 Leaders and managers are highly efficient in obtaining and using resources. Learners benefit from having an able, hardworking and very committed staff. Resources are plentiful and of high quality. The accommodation, both internally and externally is good with outstanding features.
- 25 The Caerleon Endowed Junior School gives very good value for money. This is borne out chiefly by the high standards pupils achieve, the high quality of teaching, the excellent leadership and the first class progress the school has made since its last inspection.

Recommendations

26 The governors, headteacher and staff now need to:

- R1** Maintain the very high standards achieved in recent years and the high quality ethos; and
- R2** Continue to develop further the roles of subject coordinators in order to share good practice even more widely.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 27 Standards of achievement are usually high and often outstanding. The findings of the inspection team concur with those of the school in its self-evaluation report. Although this was a short inspection and standards in specific subjects in classes were not evaluated specifically, there was good evidence of high standards of achievement. This evidence was gathered from:
- analysis of national assessment results;
 - scrutiny of portfolios of work in key skills in every subject;
 - observation of achievements in assemblies and extra-curricular clubs; and
 - discussions about pupils' achievements at regional and national levels in physical education and the performing arts.
- 28 The above all showed that standards are at least high and have improved considerably since the last inspection.
- 29 Pupils, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.
- 30 Pupils' standards and progress in speaking and listening are outstanding. Standards in reading and writing across the curriculum are also grade 1; the writing of older pupils displays some outstanding features and they use a wide and well informed vocabulary. Standards in the use of numeracy are outstanding. Pupils achieve highly in the use of ICT throughout the school and standards in the use of incidental Welsh are good with no important shortcomings.
- 31 Pupils achieve well, when collaborating on creative and problem-solving activities. They take the initiative, make hypotheses and deductions, and explore ideas creatively. Their ability to do these things is linked strongly to innovative and challenging teaching.
- 32 The school maintains, and inspection evidence confirms, that pupils regularly achieve highly over time. By the end of Year 6, many pupils exceed the national test levels which their teachers predicted they would attain. High standards have been maintained for the last seven years in national tests. This shows that the school adds much value to pupils' educational achievements.
- 33 In 2005 at the end of key stage 2, the proportion of pupils who achieved at least Level 4 in English, mathematics and science, was well above the national average and that achieved by many similar schools nationally. The proportion that attained the higher Level 5 was much higher than the national average in English, mathematics and science. The trends over time show that high standards are maintained from year to year.

- 34 The key stage 2 collective results for pupils who achieved at least Level 4 in all three core subjects were well above national averages and those achieved by pupils in similar schools locally and nationally. Boys attain almost as highly as girls and there is no significant difference in their attainments, both of which are at least high.
- 35 Pupils achieve highly in many other subjects. In physical education, for example, they compete very successfully at regional and national levels in a range of sports. In the performing arts also, pupils experience success and show their high standards at regional and national levels.
- 36 The above data, when combined with inspection evidence, shows that pupils make very good progress through the school and achieve highly not just in English, mathematics and science but also in many other subjects.

Pupils' behaviour, attitudes to learning and attendance

- 37 Pupils' behaviour is an outstanding feature of the school and contributes significantly to the standards they achieve and to the quality of daily life. The headteacher and staff have high expectations of pupils' behaviour and pupils respond positively to their calm, supportive and consistent approach.
- 38 Pupils develop into responsible and mature individuals who demonstrate a high degree of self-discipline. Pupils show courtesy, respect for others and good manners to peers and adults often.
- 39 Pupils' attitudes toward learning, the interest they show in their work and their efforts to sustain concentration, often for extended periods, are outstanding features. They work diligently in lessons and are keen to do their best. They display great enthusiasm in their work and play and know their teachers appreciate their efforts.
- 40 Attendance rates are good, averaging 95 per cent for the last year. Most pupils arrive punctually; registration sessions and lessons start promptly and pupils settle quickly. The governing body (GB) is rightly concerned about the number of parents who take their children on holiday during term time and attempts to dissuade them from this practice. It has an adverse impact on the continuity of pupils' formal education. Teachers complete registration quickly and efficiently and the school complies with all the attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
- 41 Pupils' problem-solving and decision-making skills and their ability to work independently, in pairs and as part of a group are very well developed. In group activities, pupils work collaboratively, share responsibilities and ensure that everyone contributes.
- 42 Many pupils plan and organise their own work with minimum supervision. They use their initiative and make decisions to improve their own learning. Many are confident, articulate and approach new challenges with enthusiasm and imagination.

The development of personal, social and learning skills

- 43 The progress pupils make in their personal, social, moral and wider development is outstanding. The caring, Christian ethos of the school, the excellent relationships between staff and pupils and the sensitive moral and spiritual elements of collective worship provide pupils with a wholesome set of moral values to guide them in later life.
- 44 Pupils take responsibility for their actions, understand clearly their responsibilities to everyone involved in the school community, and demonstrate honesty, fairness and tolerance in their work and play.
- 45 Pupils demonstrate a very mature awareness of equal opportunities issues in discussion and feel strongly that all people should be treated with kindness, respect and understanding. They display a sincere respect for the diversity of beliefs, attitudes and cultural traditions within society.
- 46 The school successfully prepares pupils to play an active role in the life and work of the local community, and very good use is made of the locality as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas. Pupils regularly serve the community by supporting a range of civic, cultural and charitable projects.

The quality of education and training

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

Grade 1: Good with outstanding features.

47 The overall quality of teaching is good with outstanding features. The findings of the inspection team agree with those of the school in its self-evaluation report. In the 38 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	0%	0%	0%

48 Teaching shows at least good features with no important shortcomings in 100 per cent of lessons observed, comparing well nationally where teaching is at least good in 79 per cent of lessons². Within this proportion, 55 per cent of teaching has outstanding features, as opposed to 18 per cent nationally. This is well in excess of the current national target of 50 per cent to be graded 1 or 2. This shows much improvement in the quality of teaching recorded in the last

² The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2004-2005.

inspection, when only 70 per cent of teaching was good or better and five per cent had significant shortcomings.

49 The outstanding features of teaching include:

- excellent working relationships between teachers and pupils that promote a high quality ethos in lessons;
- the high but appropriate level of challenge in the tasks teachers set pupils;
- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
- the way that teachers prepare a wide range of resources and activities to engage pupils fully in their learning.

50 Teachers work in very good partnerships with part-time teachers and classroom assistants, including those with NNEB accreditation, to provide interesting sessions.

51 Teachers stimulate and challenge pupils of all abilities well in carefully differentiated activities. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons progress at a good pace. They intervene sensitively to support and encourage pupils in their work.

52 Teachers exercise their authority firmly and fairly. They establish high standards for pupils' behaviour and effort in classrooms in a positive way. This has an excellent effect on attitudes to learning.

53 Teachers have good, up-to-date subject knowledge and use this effectively in lessons. They are enthusiastic in their teaching and use a good range of contexts and resources to capture pupils' interest and assist their understanding. They use questions skilfully to gauge pupils' knowledge and understanding.

54 Many lessons are planned very well and have a clear structure and purpose. This is particularly true of the consistent planning for key skills. Teachers share objectives with pupils at the beginning and revisit them towards the end of lessons to monitor progress. Plenary sessions are often of good quality. Where appropriate, teachers show versatility in adapting lessons to accommodate the needs of all pupils.

55 Teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They provide very rich opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.

56 Pupils with SEN play a full part in learning. They are supported well by their teachers and classroom assistants. Arrangements for organising pupils with SEN

are very effective. These ensure that they follow the National Curriculum (NC) closely and are fully included.

57 Teachers' use of the school's interactive whiteboards has a very good impact on teaching and learning. Pupils' progress in ICT is significantly enhanced in many subjects when teachers present custom-designed lessons using interactive whiteboards as an integral part of their teaching. Many concepts are made easy to understand in a clear and compelling way through this innovative use of state-of-the-art technology.

58 Teachers support pupils in their problem solving by using consistent and appropriate strategies. They effectively support the development of pupils' independent, research skills, and help them apply these regularly in a range of contexts. They have a good understanding of the requirements and guidance of the Welsh Assembly and Estyn for cross-curricular aspects of study such as key skills.

59 Teaching has no important shortcomings.

Assessment, recording and reporting

60 The quality of assessment, recording and reporting is good with outstanding features. The assessment coordinator provides the school with very good leadership of this aspect of the school's work. A high quality policy document is in place, together with a very clear marking policy. They provide very good guidelines to ensure that assessment meets statutory requirements and play a vital role in teaching and learning. In addition, the documents focus very clearly on the implementation of relatively new initiatives, especially with regard to assessment for learning.

61 Across the key stage, the quality of the analysis of information gained from a wide range of tests is good with outstanding features. Baseline profiles, teacher assessments, standardised and national curriculum tests are used to monitor pupils' progress and achievements. Teachers in each year group use a wide range of information to set realistic and challenging targets which are carefully monitored. The process of target setting is well developed.

62 The school consistently evaluates short-term planning and assessment of pupils' daily work to inform its further planning. This is another very strong aspect of its life and work.

63 Teachers' marking of pupils' work is consistent and of high quality. It provides useful feedback and helps move learning forward. The relatively recent focus on *close the gap* marking in some subjects, where the focus is on specific lesson objectives brings added rigour to the process.

64 Pupils are increasing their involvement in the assessment process and demonstrate an impressive awareness of their progress. Teachers are very clear about their lesson objectives and share them with pupils often. They also give pupils very good opportunities to assess the extent to which they have achieved

these objectives and include a sharp focus on specific key skills being learned. In addition, pupils negotiate personal targets with teachers, make written responses to teachers' comments and present brief weekly evaluations of their achievements.

65 Teachers record pupils' progress in record sheets and record folders and monitor them often. They also use pupils' books to provide very good evidence of progress in all subjects. The school maintains a very good focus on assessing and levelling aspects of the core subjects each term and teachers make very effective use of LEA levelled subject portfolios. A recent initiative has introduced clear strategies for the annual recording of achievements in the other foundation subjects. Procedures for assessing and recording the progress of pupils with SEN are good with outstanding features.

66 The school has appropriate arrangements for informing those with a legitimate interest about learners' progress and achievements. The Welsh Assembly Government receives the results of statutory testing, all test data is supplied to the LEA and the junior school exchanges much relevant data with receiving secondary schools. The school keeps governors very well informed through meetings and visits.

67 Annual reports to parents comply with statutory requirements and overall are of very good quality. They present a detailed account of pupils' achievements and progress, particularly in the core subjects and are informative about pupils' personal and social development. An outstanding feature is the way every report includes well-focused comments by the headteacher and identifies clear targets for improvement. Parents have opportunities to respond and meet teachers to discuss their children's progress. In addition they have opportunities to discuss progress on two other occasions during the academic year.

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

Grade 1: Good with outstanding features.
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68 Learning experiences meet the needs and interests of learners in an outstanding way. The inspection team's findings correspond to the judgment expressed in the school's self-evaluation report.

69 The curriculum complies with statutory requirements, and, to a marked extent, pupils have equal access to a broad, balanced, enhanced and exciting curriculum. The curriculum is good with outstanding features. These include:

- the manner in which the school responds to pupils' learning needs;
- the overall nature and richness of curricular experiences;
- the quality and range of extra-curricular opportunities; and
- the many partnerships in learning with a wide range of external specialists.

- 70 Subject co-ordinators' careful planning effectively promotes continuity and progression in knowledge, understanding and skills across the key stage. Teachers ensure that planning builds effectively on what pupils know.
- 71 The quality of whole-school planning for the development of key skills is good with outstanding features. As a result, pupils make excellent achievements in literacy, numeracy and ICT as well as in independent thinking, problem solving and creative thinking in many subjects. The rigorous and imaginative way in which teachers incorporate these features into lessons in all subjects is an outstanding element of provision.
- 72 Teachers provide a very broad range of learning opportunities. These enable pupils to develop skill in working independently as well as in pairs or groups.
- 73 Pupils are provided with a wealth of first-hand experiences. Each term, they make visits to different places of educational interest to supplement and enhance their class studies. The school makes very effective use of the local and regional areas, which provide a rich source of educational opportunities for all year groups. Pupils in Year 6 also make an annual visit to Westminster Abbey to see the grave of the school's founder, Charles Williams. Pupils also learn much from the school's many visitors, including local clerics, artists, dancers, rugby players, cricketers, musicians, storytellers and actors.
- 74 The range of extra-curricular activities offered by the school is outstanding. These include a large number of games, instrumental and singing experiences, and art, craft and gardening clubs. These activities are very popular and cater very well for pupils' individual talents and interests. About half of the pupils in the school learn to play musical instruments and are taught by many peripatetic music teachers. Pupils play music well in assemblies regularly. Children and parents value highly the opportunities these clubs and activities provide. Homework is regular, well focused and appropriate.
- 75 The school has a strong Welsh ethos. Teachers place good emphasis upon bilingual skills. Staff and pupils demonstrate positive attitudes towards the Welsh language which features prominently in many displays and many acts of worship. The school plans to develop further the use of incidental Welsh as a priority. The school places great store upon Welsh culture and the heritage of Wales. The quality of long-term and medium-term planning for the inclusion of the curriculum Cymreig (the Welsh dimension) and the curriculum Rhufeineg (the Roman curriculum) are outstanding features. In addition, there are effective procedures to develop pupils' knowledge and understanding of other cultures through studying other religions and other countries with particular emphasis on conservation, art, dance and music, as well as through the school's support for World Vision.
- 76 The school has a very clear commitment to equal opportunities for all. The promotion of pupils' spiritual development is an outstanding feature. They have experiences of an exceedingly high standard in whole-school assemblies and acts of collective worship. Pupils participate in these gatherings often and to a marked

extent. They sing well and play music skilfully. They regularly use opportunities to reflect and meditate on religious and secular issues of the day. The parish priest, also the chairperson of the GB, does much to enhance the school's spiritual development. He leads one assembly every week and teaches the Holy Sacraments to Year 6. The school's very close ties with St. Cadoc's Church do much to enhance its very special ethos. In addition, teachers create numerous opportunities for pupils to experience awe and wonder in many areas of an imaginative and stimulating curriculum, particularly in literature, history, art, music and physical education.

77 Pupils' moral and social development is good with outstanding features. Acts of worship, religious education lessons and PSE and circle-time sessions focus very effectively on Christian values. The high quality of assemblies underpins pupils' spiritual, moral and social development. These gatherings are led well by a range of stakeholders, including the pupils themselves, the chairperson of the GB, the headteacher and class teachers. Many pupils are very aware of those less fortunate than themselves locally and in the wider world and focus well on charitable ventures. They are currently sponsoring, for example, a child in the developing world.

78 There are very good opportunities for very effective co-operation within groups in the classroom. Through the school council, which was established one term ago, they have an opportunity to shoulder responsibilities. The *buddy system* effectively helps pupils learn how to support and relate to one another.

79 The school follows the guidelines of the Welsh Assembly and Estyn in its personal and social education and health education programmes, and the provision is good with outstanding features. There is a clear and comprehensive scheme of work. Teachers make very effective use of circle-time sessions which are becoming an established feature of school life. The school is part of the local schools' healthy-eating project.

80 The school's partnerships with parents, the local community, other schools and higher education institutions, and the LEA are highly successful and have outstanding features that enrich the school's life and work and enhance pupils' learning experiences.

81 Parents are highly supportive of the school. In the pre-inspection meeting and in the many questionnaires returned to the inspection team, parents expressed high levels of satisfaction and appreciated the sense of community fostered by the school. Parents value the commitment of the headteacher and staff, the high standards of achievement and behaviour and the school's caring and supportive ethos. Many spoke or wrote to inspectors about their children's very good progress in their learning.

82 The school keeps parents well informed through:

- regular and attractive newsletters;
- curriculum topic information;
- an informative annual report of the governing body;

- a comprehensive prospectus; and
- regular meetings with teachers to discuss their children's progress.

83 Meetings are very well attended and parents take an active role in their children's education. A constructive home-school agreement is in place that has been well received by parents.

84 Many parents and friends give freely of their time by listening to children read, supporting school activities, accompanying pupils on educational visits and in fund-raising. The headteacher, staff and governors value their commitment greatly and they make a positive contribution to pupils' learning.

85 The school has developed highly effective pastoral, administrative and curriculum arrangements with the receiving secondary schools and with the feeder infant school. These arrangements include regular liaison meetings, an exchange of information and ideas, joint in-service training, teacher exchanges and bridging units of study between Year 6 and Year 7. They help to promote continuity of education between schools. Arrangements for transition are very good at all levels and ensure pupils settle quickly into their new school environments.

86 The school enjoys a very productive partnership with the University of Newport's Caerleon facility and regularly provides training facilities for student teachers. Students are well supported and mentored by staff and they make a positive contribution to the life and work of the school.

87 The school enjoys very successful partnerships with the local community, the parish and the Diocese of Monmouth. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community. The school and its various activities are well supported and valued by the wider local community.

88 The school makes good provision for work-related education and this is an improving aspect of the school curriculum. Educational visits and the contribution of personnel from a range of professions and occupations broaden pupils' understanding of the world of work.

89 The school has developed good working relationships with local employers and relevant agencies, including the Education and Business Partnership (EBP). A few teachers have undertaken relevant industrial placements, which have contributed to their professional development and enhanced curriculum provision for pupils.

90 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are very successful and pupils succeed regardless of their ability, gender, race or backgrounds. All pupils have equal access to the curriculum and all other facilities in the school.

91 Pupils' awareness and understanding of sustainable development is good and this is a rapidly developing aspect of the curriculum. Pupils are involved in re-cycling and composting schemes and have a very good understanding of the issues

relating to global warming, pollution and climate change. Only recently, pupils planted five thousand daffodils in the school grounds.

- 92 The whole school community demonstrates a commitment to sustainability, conservation and to improving its local environment. Pupils have been involved in planting trees locally, and members of the gardening club have developed an outstanding sensory garden and wildlife area for the enjoyment of all pupils.
- 93 The school promotes global citizenship well and pupils have a good understanding of the lives of people in different countries and how global forces shape their destinies. They respond with empathy to recent natural disasters, such as that caused by Hurricane Katrina, and actively raise funds to support those affected.
- 94 Pupils' entrepreneurial skills are developing well. Pupils enter competitions and are involved in some enterprise schemes as they design and make goods for sale. They have opportunities to develop their problem-solving and decision-making skills through the school council, the peer mediation scheme, fund-raising activities and in the running of the popular healthy-eating tuck shop.
- 95 The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are reflected well in its life and work. Rich learning experiences and the emphasis the school places on independent learning encourage pupils to become confident, adaptable individuals who are well prepared to move on to the next stage of their education.

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

Grade 1: Good with outstanding features.
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- 96 The quality of care, support and guidance and the attention paid to pupils' welfare is outstanding. The warmth, care and mutual respect between staff and pupils is an outstanding feature and enables pupils to make very good progress in their academic, personal and social development.
- 97 Very effective support programmes are in place to ensure that the school meets pupils' specific needs sensitively. The school works in a close and fruitful partnership with the LEA and draws on the expertise of external support services when required.
- 98 The school enjoys close and effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. The school listens carefully to parents and takes their views into consideration.
- 99 Induction procedures for pupils entering the school, moving up year groups and transferring to secondary school are well-established and very effective. Pupils transferring from the adjacent infant school settle quickly and confidently, and Year 6 pupils are prepared well for secondary school and approach it with confidence.

- 100 Pupils work and play in a happy, supportive environment where they are secure and valued by staff. Pupils have access to a very effective personal and social education (PSE) programme, in line with Welsh Assembly recommendations, which contributes significantly to the quality of support and guidance offered to them.
- 101 In discussion, pupils praise the quality of their relationships with staff and state that they are treated fairly and without favouritism. They are confident in turning to adults for help and support and are listened to and treated with respect. Older girls, in particular, value the sensitive personal support provided by classroom assistants with NNEB qualifications.
- 102 Very effective procedures are in place to monitor pupils' behaviour, performance, attendance and punctuality and early intervention ensures that any individual concerns are dealt with quickly and efficiently.
- 103 The headteacher and secretary monitor attendance and punctuality carefully, and effective follow-up procedures are in place, including regular liaison with the education welfare service.
- 104 The quality of academic support and guidance, based on individual assessment and linked to high but realistic expectations of pupils, is well established and very effective. Pupils take an active role in the setting and monitoring of their individual targets and in planning their own progress.
- 105 The school has very clear policies and procedures in place to promote health and safety, including risk assessment and every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. Staff monitor carefully the movement of pupils between school buildings and pupils act sensibly and responsibly, particularly when using the stairs in the old school house.
- 106 Pupils are supervised well during break-times and lunch-times and good arrangements are in place to deal with any accidents and emergencies.
- 107 As part of the *Welsh Network of Healthy Schools* initiative, the school is highly successful in promoting healthy eating and a healthy lifestyle. Pupils often buy fruit at break-time and they have access to fresh water throughout the day.
- 108 The duty of care is fundamental to the school's ethos and consequently it works in the pupils' best interests to nurture their welfare and to protect them. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated. The headteacher is the designated member of staff with responsibility for child protection issues and he has established effective working partnerships with a good range of external welfare agencies.

Provision for pupils with special educational needs

- 109 The provision for pupils with SEN is good with outstanding features in the leadership of SEN. This is a great improvement achieved since the last inspection when there were shortcomings in pupils' individual education plans (IEPs) and in the access of pupils with SEN to the National Curriculum. Improvements have also been made in the early diagnosis of pupils with SEN, which is now outstanding.
- 110 There are 18 pupils on the register of SEN, six of whom have formal statements of SEN. Overall the needs of pupils with SEN and the provision identified in SEN statements are met well through a variety of strategies and intervention programmes and most pupils make good progress. Specific support is also provided to meet the identified needs of other pupils who do not fully meet the criteria to be included on the SEN register.
- 111 The school has outstandingly good strategies to identify pupils with special educational needs. Teachers make appropriate use of information provided by the infant school and also assess pupils rigorously in Year 3 on entry. Teachers make good use of further tests across the key stage.
- 112 Two classroom assistants effectively provide the main support, working in classes during morning sessions and in a variety of withdrawal sessions which focus on linguistic and social needs during afternoons. They work very closely with class teachers whose short-term planning focuses very effectively on differentiating for the needs of these pupils. Further support is inherent in the setting system for mathematics and by a number of parents and grandparents who contribute to the enrichment reading programme.
- 113 The school adheres closely to the SEN code of practice and there is a clear policy to guide teachers' work. The special educational needs co-ordinator (SENCO), very ably supported by the shadow SEN co-ordinator, is very well informed and provides outstanding leadership. The school is in the final stages of achieving dyslexia friendly status. There is a careful and very effective system of record-keeping in place and teachers carefully monitor the progress of all pupils with SEN throughout the junior school. The school has well established links with the infant and comprehensive schools in this context. There are also good links with relevant outside agencies and teachers make effective use of expertise provided by advisors in the teaching of subjects such as English, mathematics and science.
- 114 The IEPs written for pupils with SEN are of good quality and are reviewed regularly. Pupils' targets are clear and well focused and the views of parents and carers, and the pupils themselves, are taken into account in their formation and review. A specific IEP week plays an important part in raising awareness of needs and ways to address them. Pupils with SEN have access to a broad and balanced curriculum.
- 115 The school ensures that appropriate support is provided for those few learners whose behaviour might impede their progress or that of others. All staff, including lunch-time supervisors have received training in assertive discipline. The school's policies and procedures to promote good behaviour are very effective and its

'golden rules' are simple, relevant and clearly understood by pupils. On the rare occasions when pupils' behaviour gives cause for concern, parents are involved, counselling is provided and the school draws on the support of the LEA if required. These arrangements work very well.

The provision for equality of opportunity

116 The school recognises the diversity of pupils' backgrounds and all pupils are treated equally with dignity and respect. Teachers ensure that all pupils have equal opportunities to participate in school activities. For example, boys and girls take part in rugby, cricket, football and lacrosse sessions during the school day and afterwards. Teachers ensure boys and girls receive equal opportunities within the classroom.

117 The school promotes good race relations successfully and celebrates cultural diversity well. Clear, effective documentation underpins good practice and the headteacher and governors monitor and evaluate the school's work in this area carefully.

118 The school makes all reasonable efforts to secure the equal treatment of disabled pupils. An accessibility audit has been undertaken and an action plan put in place to show how staff will make improvements in access to the curriculum, physical access and the provision of information for disabled pupils.

119 The measures taken to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are very effective. Such incidents are very rare and the school functions well as a harmonious, caring community where all pupils are valued equally.

Leadership and management

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

Grade 1: Good with outstanding features.

120 The overall quality of leadership and management is good with outstanding features. This is a substantial improvement achieved since the last inspection when leadership was judged as good. The findings of the inspection team agree with those of the school in its self-evaluation report.

121 The chief features of leadership include:

- excellent team work between all the school's stakeholders;
- the outstanding leadership provided by the headteacher;
- the able support of the deputy headteacher;
- the good leadership of subject coordinators;
- the strong spiritual leadership of the chairperson of the GB;
- the strength of governance provided by the governors and the trustees;

and

- the active inclusion of pupils in leadership through regular meetings of the school council;

How well leaders and managers provide clear direction and promote high standards

- 122 The school has a very clear sense of its own educational direction and high standards are promoted with great persistence. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, classroom assistants, senior managers, governors, trustees, and LEA advisers.
- 123 The quality of leadership provided by the headteacher is outstanding. He has successfully led the school through a period of change and improvement. His management is inclusive, sensitive and dedicated. He retains the loyalty and respect of governors, staff and pupils alike. He has succeeded in building and retaining a team which has a high morale, reflected in the excellent attitudes of pupils. The headteacher gives a clear sense of direction to the school's work and shares with other teachers, pupils and parents a commitment to improvement.
- 124 The deputy headteacher provides excellent support to the headteacher in managing the school. He plays a very active and effective part in teaching Year 6 and in monitoring and evaluating the work of his colleagues. The deputy headteacher's recent organisation of a functioning school council helps pupils gain a good understanding of citizenship as well as leadership, and they grasp this opportunity willingly. Senior managers support student teachers very well and induction procedures for staff new to the school are good. The school has a long-standing role as a mentoring school for students from the teacher training facility at the University of Newport's Caerleon site. This means that student teachers are often involved in class teaching under the close tutelage of the school's staff. The school takes excellent account of national priorities, local partnerships and cluster arrangements.
- 125 The school helps develop the expertise of both teachers and classroom assistants in an inclusive way. Performance management procedures successfully promote teachers' continuing professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving its educational priorities.
- 126 The quality of subject co-ordination is good with no important shortcomings. The good work of subject co-ordinators is reflected in the very good standards pupils achieve. Subject co-ordinators have been closely involved in policy-making and have designed and implemented very good schemes of work. However, in some subjects, co-ordinators are at an early stage in monitoring and evaluating the teaching of colleagues across the school.
- 127 The pupils benefit from their involvement in the democratic process through a recently formed school council, supported by class councils. Although this body has been started later than in many other schools and is in its infancy, it meets

regularly and has delegates from all year groups. It is supervised by the deputy headteacher, and the school plans to nurture its healthy development.

How well governors meet their responsibilities

128 The GB makes a very strong contribution to leadership and strategic management through its monitoring role and the quality of its involvement as a critical friend. This is also true of the trustees of the Charles Williams Trust. Governors and trustees are very hard working, very supportive and pro-active. They meet regularly and perform all the required legal requirements well. They are very well informed about whole-school target setting and the standards achieved from year to year. The headteacher also appraises governors about many other aspects of the life and work of the school through his half-termly reports. Governors' knowledge and understanding is further enhanced through their frequent visits to the school, often in their roles as link governors. The GB's committee system is very effective and plays a key role in decision-making, including budget setting and the allocation of finance.

129 The chairperson of the GB, who is also the parish priest, plays a vital role in the school's spiritual leadership. He leads weekly assemblies excellently and encourages the school to take part in many Church events, including the five major festivals of the Church in Wales. As a result, pupils know St. Cadoc's Church well and their spiritual development gains much added impetus.

130 Governors are closely involved in shaping the school's strategic direction and they play prominent roles in monitoring the progress and success of initiatives the school adopts. They continually evaluate and develop their roles and make good use of LEA training. Their pro-active focus on teachers' workload agreements and the new responsibility structures is vital in ensuring the success of these initiatives. The close ties between the school and the Church in Wales enhance governors' roles. The Church is well represented by four members of the GB and they contribute effectively to the school's unique ethos and the Christian values it promotes. Members of the Charles Williams Trust Charity also play a very important role in the school's development by allocating finance to vital undertakings such as the major, structural refurbishment of the old school house and the recent purchase of a 17-seater minibus. The trustees monitor their investments very closely and help ensure that best use is made of Charity funding.

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

Grade 1: Good with outstanding features.
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131 The school's self-evaluation processes and planning for improvement are of high quality. The findings of the inspection team match those of the school in its self-evaluation report in this key question as with all other key questions. The

quality of self-evaluation has been improved since the last inspection when some shortcomings were identified.

How effectively the provider's performance is monitored and evaluated

- 132 The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive and accurate.
- 133 This is a school which has raised its standards since its last inspection. It is completely committed to improving standards, and has successfully developed very good self-evaluation procedures. These have been instrumental in the excellent progress it has made over the last six years.
- 134 The findings of the inspection team were in line with all of the judgments made by the school in its self-evaluation report. This report is honest and thorough and all governors, staff and LEA advisers were involved in its development. Self-evaluation arrangements are rigorous, systematic, and based on first-hand evidence. Parents contribute their views often either formally or informally. Many were particularly keen to inform the inspection team about their very positive views of the school and some spoke of feeling privileged that their children had a place at *The Endowed Junior School*. Very few parents had any critical comments to make to inspectors and those which were voiced were minor in nature. Pupils are often given opportunities to make their views known, either through their representative on the school council or their class council.
- 135 The headteacher and deputy headteacher regularly monitor and evaluate the quality of teaching and learning, but subject coordinators are less involved in this process. That said, coordinators take in pupils' work to assess the outcomes of teaching on a regular basis.
- 136 Performance management and appraisal procedures are of very good quality. Teachers receive in-service training of high quality and often find promotion to other local schools after their time spent teaching in Caerleon.

The effectiveness of planning for improvement

- 137 The quality of planning for improvement is outstanding as shown by the school's excellent improvement since its last inspection. The school assesses its strengths and its areas for improvement through a clear and well-composed school development plan (SDP). This notes the school's needs and responsibilities well; financial implications and timescales being stated clearly. It is a useful working document with specific, measurable success criteria. The headteacher and GB ensure that very good resources are provided to achieve key targets. Governors, teachers and classroom assistants are closely involved in planning for improvement and their views are carefully considered.
- 138 The headteacher and the deputy headteacher monitor teaching carefully and have an accurate picture of the staff's many strengths and few areas for improvement. The school has put in place a very good system which ensures that pupils get good specialist teaching in important areas. Teachers get appropriate

time for planning, preparation and assessment (PPA). The implementation of workforce remodelling has been effective in helping to raise standards further.

139 Subject co-ordinators share information about pupils' achievements in their subjects by collecting in subject work often and through portfolios of pupils' work.

140 The school has responded positively to the key issues identified in the last inspection report and since then many improvements have been made. The quality of teaching and the curriculum are now often excellent, the overall standards pupils achieve are often outstandingly good, and the quality of leadership and management have outstanding features.

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

Grade 1: Good with outstanding features.
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141 Leaders and managers are highly efficient in obtaining and using resources. The inspection team's findings correspond with the school's judgment in its self-evaluation report. Learners benefit from having an able, hardworking and very committed staff. Resources are plentiful and of high quality. The accommodation, both internally and externally is good with outstanding features.

142 Welsh Assembly Government funding has helped ensure that all classes follow statutory regulations and contain 30 or fewer pupils and the pupil:teacher ratio is 22 to 1. The school has a very good complement of appropriately qualified teaching staff with a good range of experience and expertise. Where possible, subject coordinators' roles are matched to their subject specialisms. Two very enthusiastic and effective classroom assistants work with pupils with SEN. The school makes effective use of two additional teachers to ensure that all staff have appropriate time for planning, preparation and assessment (PPA). The overall quality of staff and the balance of experience and subject expertise are outstanding features.

143 Teachers and classroom assistants attend a very good range of training sessions and this has a positive effect on their skills and their understanding. The senior management team (SMT) deploys and manages staff very well. Teachers and classroom assistants work outstandingly as a team and share information and support each other in a very committed way. A newly qualified teacher receives very well focused mentoring and support.

144 Administrative and lunch-time staff make very important contributions to the everyday running of the school. The school secretary, in particular, performs an outstanding service in ensuring that all runs smoothly throughout each week. The caretaker and cleaners work very hard to keep the school clean and tidy.

145 The school has a very good supply of resources for all subjects. There are computers and interactive whiteboards in eleven of the twelve classes and a

further sixteen computers in the computer suite. Staff have good access to these resources which are well organised and stored. Teachers place an increasing focus on pupils' independent choice and use of resources. Teachers and learners use the available spaces throughout the school efficiently and inventively.

- 146 Since the last inspection, the old school house, in particular, has had a major structural refurbishment programme, funded by the Charles Williams Trust. This has significantly improved accommodation in that building and elsewhere. Accommodation, generally, is spacious and conducive to a wide range of teaching and learning styles. The creation of work areas outside classrooms has facilitated independent learning.
- 147 Pupils benefit greatly from a wide range of specialist rooms. They make very good use of the design technology room as a discrete area for practical activities and the IT suite for information technology as well as for many other subjects which use ICT. In addition, pupils use a number of instrumental music rooms and appropriate spaces for pupils with additional learning needs. The new and well organised library is proving to be a very valuable resource and the new librarian plays an important role in organising books and in its administration.
- 148 Classes make very good use of the large hall for assemblies, physical education and dance activities. Many extra-curricular clubs also take place there. Most rooms are accessible for disabled pupils. There is a rolling programme of maintenance for the school buildings and the Charles Williams Trust Charity plays a crucial role in this.
- 149 The school is fortunate in its semi-rural setting. Expansive grounds provide much scope for physical and environmental education. Staff and pupils have designed and built a quiet garden area. A wildlife area, bat boxes and bird boxes all help to enrich learning experiences for pupils across many areas of the curriculum.
- 150 The school makes outstanding use of its site and buildings. Many corridors and classroom walls have interactive displays of a very high standard. These contribute greatly to the stimulating atmosphere and ethos.
- 151 Managers ensure the efficient use of funds as prioritised in the SDP. The finance committee of the GB monitors budget allocations closely. The full GB is involved in all spending decisions and works alongside the Charles Williams Trust very effectively. Expenditure is regularly and effectively reviewed to ensure best value for money.
- 152 The Caerleon Endowed Junior School gives very good value for money. This is borne out by the high standards pupils achieve, the high quality of teaching, the excellent leadership and the first class progress the school has made since its last inspection.

School's response to the inspection

- 153 The headteacher, staff and governors of the Caerleon Endowed Junior School welcome the Estyn report following the inspection undertaken in May 2006. We were particularly pleased to receive acknowledgement that the Endowed is a very good school with outstanding features. We were also delighted that the inspection team found the children's behaviour and attitudes to learning to be a major strength of the school.
- 154 The awarding of the highest grade in all seven key questions confirms the professional and positive manner with which the teaching and support staff, and governors, have undertaken their duties and recognises the many outstanding features of the school's work. Such a positive and favourable endorsement will enable the Endowed to build on this firm foundation of high standards for further improvement.
- 155 As part of our action plan we will seek to maintain the very high standards achieved in recent years and the high quality ethos and continue to develop further the roles of subject coordinators in order to share good practice even more widely.
- 156 The headteacher, staff and governors greatly appreciated the professional and courteous way in which the inspectors carried out a thorough and detailed audit of the school.

Appendix 1

Basic information about the school

Name of school	The Caerleon Endowed Junior School
School type	Junior
Age-range of pupils	7 to 11
Address of school	High Street CAERLEON South East Wales
Postcode	NP18 1AZ
Telephone number	01633 420411

Headteacher	Mr Nicholas Vittle
Date of appointment	1 st January 1998
Chair of governors	Canon Arthur Edwards
Registered inspector	Mr Robert Isaac
Dates of inspection	15 th to 18 th May 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group					Y3	Y4	Y5	Y6	Total
Number of pupils					84	86	70	90	330

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	2	14

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.5
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	27.5
Teacher (fte): class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection			
Term			Average attendance
Summer 2005			95.2
Autumn 2005			96.8
Spring 2006			94.8

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Teacher Assessment Results 2005											Number of pupils in Y6		80
Percentage of pupils at each level													
			D	A	N	W	1	2	3	4	5	4+	
English	Teacher assessment	School	0	0	4	0	0	2	2	26	70	96	
		National	1	0	1	0	1	5	16	46	30	76	
Mathematics	Teacher assessment	School	0	0	0	0	0	1	2	19	78	97	
		National	0	0	0	0	1	4	18	46	31	77	
Science	Teacher assessment	School	0	0	0	0	0	1	1	24	74	98	
		National	1	0	0	0	0	1	11	50	37	87	

Percentage of pupils attaining at least level 4 in English, mathematics and science by Teacher Assessment

In the school	96.5%
In Wales	72%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

The school used the national tests as a basis for moderated teacher assessments in English, mathematics and science for the last time in 2005.

Appendix 4

Evidence base of the inspection

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

The inspectors visited:

- thirty eight lessons or parts of lessons;
- all classes;
- three acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 115 parents;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

The inspection team also held post-inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities
Mr Robert Isaac	Registered Inspector	Leading on Key Question 1, Key Question 2, Key Question 5 and Key Question 6
Mrs Janet Warr	Lay Inspector	Contributing to: Key Question 1, Key Question 3 and Key Question 4
Mr Brinley Wynne Jones	Team Inspector	Contributing to Key Question 2, Leading on Key Question 3, Key Question 4 and Key Question 7
N/A	Peer Assessor	No Peer Assessor was appointed.
Mr Nicholas Vittle	Nominee	Contributing to discussions as agreed.

Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for their unfailing co-operation and courtesy during the inspection.

Inspection Contractor:

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