

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

A Report on the Quality of Education in

**Lodge Hill Junior School
Lodge Hill, Caerleon
South Wales
NP18 3DY**

School Number: 680/2247

Dates of Inspection: 23rd to 25th April 2007

by

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W170/15942**

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Lodge Hill 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 Lodge Hill Junior School took place between 23rd and 25th April 2007. An independent team of inspectors, led by Mr Robert 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1.1 Lodge Hill Junior School is a large school situated on the Lodge Hill estate in Caerleon and adjacent to its feeder infant school. It was previously inspected in 2001. In total there are 207 pupils. These numbers have decreased a little over the last six years. The main school is organised into eight classes with two classes in each age group. All classes comprise pupils from single age groups and all class sizes are 30 or below. In total there are ten teachers, two of whom teach part-time, and two learning support assistants, one of whom is accredited by the Nursery Nurse Education Board (NNEB). There are 32 pupils, or 15 per cent, with special educational needs (SEN). Three of these pupils hold a formal statement of SEN; a further 16 are on school action and 13 are on school action plus in the SEN register. They are all supported in mainstream classes. These proportions are slightly below the national average. The school also identifies and provides for more-able pupils who it describes as having additional learning needs (AEN).
- 1.2 Lodge Hill Junior School serves the town of Caerleon but also accepts children from the surrounding locality. The immediate area around the school is residential and includes a variety of privately owned and rented accommodation. The University of Newport is nearby as is the main receiving secondary school, Caerleon Comprehensive. Most of the pupils who attend the school live nearby. The school describes its catchment as a "pleasant residential area". Few pupils are disadvantaged and eight per cent are entitled to receive free school meals, a figure well below the national average. The current head teacher has been in post since January 2006.
- 1.3 English is the sole or predominant home language in virtually all of pupils' homes. One pupil receives extra support in learning English and two per cent of pupils have English as an additional language. These pupils speak Punjabi or Polish as their home language. No pupils come from a Welsh speaking home and none are "looked after" by the local authority.
- 1.4 During the inspection, one of the classes was taught full-time by a temporary teacher, due to the long-term illness of the other teacher involved.

The school's aims, priorities and targets

- 1.5 The school has a mission statement and a clear set of aims, which are communicated effectively to parents in its handbook.
- 1.6 The mission statement is "to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings."
- 1.7 The school has identified the following major priorities for 2007 in its development planning. They include to:

1. embed the teaching of guided reading;
2. continue to develop pupils' independent learning;
3. review the English scheme of work in preparation for the 2008 curriculum;
4. introduce booster classes for targeted children;
5. further develop mathematics provision for pupils with SEN and begin an Excellence class for English; and
6. incorporate Education for Sustainable Development and Global Citizenship into science.

Summary

- 2.1 The Lodge Hill Junior School is a very good school where pupils often achieve and sometimes exceed the standards of which they are capable. Many fulfil their potential. The school is very well led and managed and governance is effective. The quality of care, guidance and support is outstanding and the school 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 2
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 observed during the inspection

- 2.2 Standards of achievement are good with outstanding features. Although this was a short inspection and standards in specific subjects were not evaluated, there was good evidence of high standards of achievement. Standards are often high and have improved since the last inspection.
- 2.3 Pupils, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.
- 2.4 Pupils' standards and progress in speaking and listening are outstanding. Standards in reading are good and in writing are outstanding. The writing of older pupils, in particular, displays some outstanding features and they use a

wide and well chosen vocabulary. Standards in the use of numeracy are good. Pupils achieve well in the use of information and communications technology (ICT) throughout the school and standards in the use of incidental Welsh are good with no important shortcomings. Pupils achieve very well, when collaborating on creative and problem-solving activities.

- 2.5 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 many years in national tests and assessments.
- 2.6 In 2006 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 and science and higher than average in mathematics. Overall standards have improved in the last year. 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.
- 2.7 Pupils achieve highly in many subjects. In music, for example, they sing outstandingly in school assemblies. In English, more-able pupils show an outstanding knowledge of the characters in Shakespeare's King Lear. They write using descriptive language of a high order. In historical studies of World War II, pupils show great empathy for the plight of child evacuees.

Standards of behaviour, attitudes to learning and attendance

- 2.8 Pupils' behaviour and their attitudes towards learning are outstanding. They are well motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with their peers and settle quickly to their tasks. They sustain concentration and are keen to do their best. Pupils develop into independent, responsible and mature individuals who show respect and consideration for all involved in the school community.
- 2.9 Overall, attendance rates are good and there is very little unauthorised absence. Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly and pupils settle quickly.

The quality of education and training

- 2.10 The overall quality of teaching is good with outstanding features. Outstanding features were observed in the teaching in a good range of classes. In the 30 lessons or sessions observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
57%	40%	3%	0%	0%

- 2.11 Teaching shows at least good features with no important shortcomings in 97 per cent of lessons observed. Within this proportion, 57 per cent of teaching has outstanding features. The quality of teaching is also higher now than it was in the last inspection when only 43 per cent was outstanding.
- 2.12 The outstanding features of teaching include the excellent working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning. Teachers often instil a high, but appropriate, level of challenge in the tasks they set pupils. They skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods. In the best lessons, teachers inspire pupils to explore the text of Shakespearean drama and they do so with great perception and maturity. Teachers encourage pupils to choreograph imaginative dances. They encourage pupils to design, build and test innovative model bridges. Teachers use very challenging materials in mathematics and science. They inspire pupils to use and apply their numeracy skills quickly and accurately.
- 2.13 The quality of assessment, recording and reporting is good with no important shortcomings. The criteria for assessment are clear and planning highlights assessment. The school has recently revised its approach with a much greater emphasis on formative assessment. A new tracking system to monitor pupils' progress has also been introduced which is proving useful. These new approaches are already ensuring improved consistency among staff and are having a positive impact on learning. The information kept is balanced and manageable and contains relevant detail on pupils.
- 2.14 A useful moderated portfolio of pupils' English work has been prepared. There is also a portfolio for design and technology, which provides mainly photographic evidence of progression through the school. Generally, however, the building of effective moderated portfolios as an aid for assessment is in its infancy. The school has already recognised this as an area for development in its self-evaluation report.

The quality of learning experiences

- 2.15 The school's curriculum provides pupils with a rich environment for learning and a wide range of interesting experiences. It is broad, balanced and accessible to all pupils, including those with SEN. The curriculum fully meets all the requirements of the National Curriculum. The locally agreed syllabus for religious education includes a meticulously planned and imaginative personal, social and health education (PSHE) programme. The school, however, has recognised the need to review several schemes of work in foundation subjects and is currently undertaking more work on these. Several policies have already been updated as part of this review.
- 2.16 The school ensures that pupils develop their basic and key skills to a high level. Key skills are identified in planning and by the end of the key stage many of the pupils' skills are very good. The excellence class provides pupils

who are more able in English with good opportunities to develop their skills in critical analysis and critical thinking.

- 2.17 The school provides pupils with a good range of extra-curricular activities. These include good and regular opportunities to make music in the large and talented school orchestra and a popular and high-achieving choir. Sport is provided for well in netball, athletics, rugby and football and girls have equality of opportunity with boys. ICT skills are enhanced through the digital camera club. All these complement the curriculum and make a good contribution to the standards and confidence of the pupils.
- 2.18 Pupils' learning experiences are also enriched by involvement in community events such as the Caerleon International Arts Festival and the Gwyl Plant Tournament. Educational visits to places such as the National Roman Museum and Barracks, Big Pit Blaenavon and Llancaiach Fawr Manor House are frequent and do much to enhance the curriculum.
- 2.19 The school's provision for spiritual, moral, social and cultural development is outstanding. Spiritual development is promoted excellently through daily collective worship of a broadly Christian nature, prayers in the class and within the curriculum. Pupils prepare and lead assemblies very well. Visits from people of faith and visitors like "Mr. Big" make a significant contribution. The whole school takes a full part in singing hymns and other songs in assemblies. These are often excellent occasions where much learning happens. Assemblies promote a strong sense of community in the way they celebrate pupils' achievements. During these gatherings pupils are respectful, enthusiastic and reflective.
- 2.20 Parents and friends make a significant contribution to the school. The Parent Teacher Association (PTA) works tirelessly in organising many social and fund-raising activities. It provides the school with a valuable source of additional income.
- 2.21 The promotion of education for sustainable development is outstanding. Pupils understand much about pollution, global warming and the need to care for the environment. They have a good understanding of how the ozone layer is depleted by carbon emissions and that this has a negative effect upon the polar ice caps. They explain knowledgeably that the trees of the South American Rainforest are the lungs of the world and that man must stop using wood that takes so long to grow without replacing it. Pupils are actively involved in a range of re-cycling schemes, and the eco-committee monitors carefully the school's energy and water consumption. Pupils clearly understand the school's eco-code and it is prominently displayed throughout the school.

The quality of care, guidance and support

- 2.22 The school places a high priority on pastoral education. It provides its pupils with outstanding care, guidance and support. The governors, head teacher, teachers and learning support assistants are highly successful in creating a

calm, caring and supportive environment where pupils feel secure and respected. There is a very strong community spirit, and staff and pupils are very welcoming to visitors.

- 2.23 Taken overall, the provision for pupils with SEN is outstanding. The impact of this provision is very good. The experienced and pro-active SEN coordinator (SENCo) efficiently coordinates and monitors all aspects of SEN and AEN provision. The school fully meets the requirements of the SEN Code of Practice for Wales.
- 2.24 The provision for equal opportunities is outstanding. Pupils have equal access to the curriculum and resources throughout the school. Documentation of very good quality underpins this good practice and the head teacher and staff regularly monitor and evaluate the school's work. The school fully recognises the diversity of pupils' backgrounds and considers this in its planning. This is particularly so for pupils in vulnerable and challenging circumstances. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities.

The quality of leadership and management

- 2.25 The overall quality of leadership and management has good features, some of which are outstanding. Inspectors found significant strengths at many levels of leadership and management.
- 2.26 The school's leadership is characterised by a very clear-headed and well coordinated educational direction. The outstanding leadership of the head teacher is imaginative, sensitive and very well organised. The two acting deputy head teachers provide her with able and innovative support. Subject coordinators lead their subjects and influence subject development very positively. The leadership of the provision for pupils with SEN is of a high order. Effective governance ensures that pupils achieve well and are provided for well. Pupils have a strong voice in leadership through the school council.
- 2.27 The school's self-evaluation processes and planning for improvement are good with outstanding features. The head teacher, deputy head teachers and subject coordinators regularly monitor and evaluate the quality of teaching and learning. Coordinators also take in pupils' work to assess the outcomes of teaching on a regular basis. Performance management and appraisal procedures are of good quality. Teachers receive in-service training of high value.
- 2.28 The quality of planning for improvement is good as shown by the school's improvement since its last inspection. The school assesses its strengths and its areas for improvement through a clear and well composed school development plan. This notes the school's needs and responsibilities well. Financial implications and timescales are stated clearly. It is a useful working document with specific, measurable success criteria, but its scope covers only the current year. It needs to be organised in a way that prioritises development planning for the next few years.

- 2.29 There are outstanding features in the school's effective and efficient use of resources. The school benefits from a high quality staff. It has a good number of well-qualified and experienced teachers. They have a good range of knowledge and there is a sensible management structure in place. Learning support assistants are deployed effectively and they work closely with teachers in planning, teaching and recording pupils' progress.
- 2.30 Outstanding use is made of teachers' specific knowledge, skills and experience for training other staff. All work as an effective team with a high morale and a commitment to school improvement. Good arrangements are in place for planning, preparation and assessment (PPA) time.
- 2.31 Lodge Hill Junior School gives very good value for money. This is borne out by the high standards pupils achieve, the high quality of teaching, the outstanding leadership and the very good progress the school has made since its last inspection.

Recommendations

- 2.32 The governors, head teacher and all members of staff now need to consider the following as sensible next steps in the school's ongoing planning for improvement:
- R1** Prioritise objectives in the school development plan to cover a three-year rolling programme;
- R2** Review and update schemes of work for all foundation subjects; and
- R3** Refine the assessment of pupils' work through the systematic development of moderated portfolios in all subjects.

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

Standards achieved in subjects

- 3.1 Standards of achievement are good with outstanding features. The findings of the inspection team match those of the school in its self-evaluation report. Although this was a short inspection and standards in specific subjects were not evaluated, there was good evidence of high standards of achievement. This evidence was gathered from analysis of national assessment results and scrutiny of portfolios of work in key skills. Judgments were also based upon observation of achievements in assemblies and extra-curricular clubs and discussions with pupils and teachers and observation of their work in lessons.
- 3.2 The above all showed that standards are high and have improved since the last inspection.
- 3.3 Pupils, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.
- 3.4 Pupils' standards and progress in speaking and listening are outstanding. Standards in reading are good and in writing across the curriculum are outstanding. The writing of older pupils displays some outstanding features and they use a wide and well chosen vocabulary. Standards in the use of numeracy are good. Pupils achieve well in the use of ICT throughout the school and standards in the use of incidental Welsh are good with no important shortcomings.
- 3.5 Pupils achieve very 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 challenging teaching.
- 3.6 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 many years in national tests and assessments. The school adds much value to pupils' educational achievements.
- 3.7 In 2006 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 similar schools nationally. The proportion that attained the higher Level 5 was much higher than the national average in English and science and higher than average in mathematics. Overall standards have improved again in the last year.

- 3.8 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.
- 3.9 Pupils achieve highly in many other subjects. In music, for example, they sing outstandingly in school assemblies. In English, more-able pupils show an outstanding knowledge of characters in Shakespeare's King Lear. They write using descriptive language of a high order. In historical studies of World War II, pupils show great empathy for the plight of child evacuees.
- 3.10 The above data, when combined with inspection evidence, shows that pupils make very good progress throughout the school and achieve highly not just in English, mathematics and science but also in a range of other subjects.

Pupils' behaviour, attitudes to learning and attendance

- 3.11 Pupils' behaviour and their attitudes towards learning are outstanding. This contributes significantly to the standards they achieve and to the quality of school life. The school is a happy, caring and supportive community where all pupils are valued equally.
- 3.12 Pupils are well-motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with adults and their peers and settle quickly to their tasks. They sustain concentration, often for extended periods and are keen to do their best.
- 3.13 Pupils develop into independent, responsible and mature individuals who show respect and consideration for all involved in the school community.
- 3.14 Overall, attendance rates are good and there is very little unauthorised absence. Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly and pupils settle quickly.
- 3.15 The school works diligently to discourage parents from taking their children on holiday during term time but despite considerable efforts, this remains an area of concern to members of staff and the governing body.
- 3.16 Teachers conduct registration quickly and efficiently and are rigorous in recording and reporting pupils' absence. The school complies with all attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
- 3.17 Pupils' ability to work independently, in pairs and as part of a group is very well developed. They organise group activities fairly, share responsibilities and ensure everyone contributes.
- 3.18 Older pupils, in particular, plan and organise their own work with minimum supervision. They use their initiative and make decisions to improve their own

learning. They are confident, articulate and display a high degree of self-discipline.

- 3.19 The ethos of the school values and celebrates imagination and individuality. Pupils are confident in expressing their ideas and opinions because they know their contributions are valued and respected by teachers. Pupils' problem-solving and decision-making skills are very good and they approach new challenges with imaginative flair.
- 3.20 Pupils' personal, social and moral development is outstanding. The school's aims, based on care and respect for others underpin this. Pupils demonstrate wholesome moral values, which provide them with a clear understanding of how they can contribute to their school, their community and the wider world.
- 3.21 In discussion, pupils demonstrate a mature awareness of equal opportunities issues and show genuine respect for other faiths and cultural traditions. They feel strongly that everyone should be treated fairly and without favouritism, and value the way their teachers treat all pupils equally and with respect.
- 3.22 The school is successful in preparing pupils to take an active role in the life and work of the local community. Members of staff, governors and pupils are fully committed to the local community and the school participates in many aspects of community life. Very good use is made of the community as a learning resource and pupils regularly serve the community by supporting cultural, environmental 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

4.1 The overall quality of teaching is good with outstanding features. The findings of the inspection team differ from those of the school in its self-evaluation report because inspectors found that teaching is better than the school thinks it is. Outstanding features were observed in the teaching in a good range of classes. In the 30 lessons or sessions observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
57%	40%	3%	0%	0%

4.2 Teaching shows at least good features with no important shortcomings in 97 per cent of lessons observed. This compares well nationally, where the latest report of Her Majesty's Chief Inspector of Schools in Wales confirms that teaching is at least good in 84 per cent of lessons. At Lodge Hill, 57 per cent of teaching has outstanding features, as opposed to 18 per cent nationally. The quality of teaching is also higher now than it was in the last inspection when only 43 per cent was outstanding.

4.3 The outstanding features of teaching include the excellent working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning. Teachers often instil a high but appropriate level of challenge in the tasks they set pupils. They skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods. In the best lessons, teachers inspire pupils to explore the text of Shakespearean drama with great perception. They encourage pupils to choreograph highly imaginative dances. They encourage pupils to design, build and test innovative model bridges. Teachers use very challenging materials in mathematics. They inspire pupils to use and apply their numeracy skills quickly and accurately.

4.4 Teachers prepare a wide range of good resources and engaging activities to involve pupils fully in their learning. They work in very good partnerships with learning support assistants, other teachers, and those with NNEB accreditation. They set clear and appropriate time limits for pupils to complete tasks and this ensures that lessons usually progress at a good pace. They intervene sensitively to support and encourage pupils in their work.

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

4.6 Teachers have good, up-to-date subject knowledge and use this effectively in lessons. This was observed, for example, in English, mathematics, science, history and music teaching. Teachers 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 and promote opportunities for kinaesthetic learning in design and technology to very good effect.

- 4.7 Many lessons are planned well and have a clear structure and purpose. This is particularly true for the consistent teaching of key skills. Teachers share their lesson objectives with pupils and review them towards the end of lessons to monitor progress. Plenary sessions are often of good quality. Teachers show versatility in adapting lessons to differentiate for the needs of all pupils, although this is not consistent throughout the school.
- 4.8 Teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They provide many opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.
- 4.9 Pupils with SEN play a full part in learning. They are supported well by their teachers and learning support assistants. Arrangements for organising pupils with SEN are highly effective. These ensure that they follow the NC closely and are fully included.
- 4.10 Teachers' use of interactive whiteboards has a good impact on learning. Pupils' progress in ICT is significantly enhanced in many subjects when teachers present lessons using interactive whiteboards as an integral part of the lesson. Many concepts are made easy to understand in a compelling way through innovative use of state-of-the-art technology.
- 4.11 Teachers have a good understanding of the requirements and guidance of the Welsh Assembly and Estyn for cross-curricular aspects of study. Regarding the teaching of Welsh, the commitment, effort and remarkable enthusiasm of teachers and learning support assistants, few of whom speak Welsh as their first language, have a positive impact on the development of pupils' bilingual skills.
- 4.12 Where teaching has shortcomings, and this is rare, it is mainly due to an over-reliance on the teacher, rather than the learner, as the instigator of all learning. The teaching of pupils with English as an additional language has good features which outweigh shortcomings. These pupils are few in number and they make some progress but they do not have access to enough resources and need more concentrated help in learning English.

The quality of assessment, recording and reporting

- 4.13 The quality of assessment, recording and reporting is good with no important shortcomings. The criteria for assessment are clear and planning highlights assessment. The school has recently revised its approach with a much greater emphasis on formative assessment. A new tracking system to monitor pupils' progress has also been introduced which is proving useful. These new approaches are already showing improved consistency from class to class and

are having a positive impact on learning. The information kept is balanced and manageable and contains relevant detail on pupils.

- 4.14 The planning and assessment for pupils of all abilities is effective. This is particularly true for pupils with SEN, where planning is matched carefully to take account of their progress and good use is made of specialist support.
- 4.15 Statutory requirements for assessment and recording at the end of key stage 2 are met fully. These assessments are monitored by the LEA in relation to the results for similar schools, locally and nationally.
- 4.16 Teachers' marking of pupils' work is helpful, detailed and often provides written advice on how to improve. Pupils also assess their own performances and many show a great determination to improve. They keep their own learning diaries, which are useful tools to help them to review their work and to plan ahead. Peer assessment is used effectively in some classes. Pupils in other classes evaluate their projects on the Romans identifying what they have and have not enjoyed together with suggestions for improvement. The introduction of new approaches to assessment are also beginning to have an impact on standards. Teachers provide pupils with verbal insights into the standards they achieve.
- 4.17 A useful moderated portfolio has been prepared in English. There is also a portfolio for design and technology, which provides mainly photographic evidence of progression through the school. Generally, however, the building of effective moderated portfolios as an aid for assessment is in its infancy. The school has recognised this as a target in its evaluation plan.
- 4.18 Parents are well informed about their child's progress, their results and any other relevant information. There are opportunities for parents to talk to teachers about their children and they are encouraged to look at their child's work on open day. Written reports meet statutory requirements' but the school has recognised the need to improve them with more specific evaluations of how well pupils achieve.

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

Grade 2: good features and no important shortcomings

How well do the learning experiences meet the needs and interests of learners?

- 5.1 The findings of the inspection team match those of the school in its self-evaluation report. The curriculum provides the pupils with a rich environment for learning and a wide range of interesting experiences. It is broad, balanced and accessible to all pupils including those with SEN. The curriculum fully meets all the requirements of the National Curriculum. The locally agreed syllabus for religious education includes a meticulously planned and

imaginative personal, social and health education (PSHE) programme. The school, however, has recognised the need to review several schemes of work in foundation subjects and is currently undertaking more work on these. Several policies have already been updated as part of this review.

- 5.2 The school ensures that pupils develop their basic and key skills to a high level. Key skills are identified in planning and by the end of the key stage many of the pupils' skills are very good. The head teacher and the key skills coordinator monitor key skills closely. The excellence class provides pupils who are more able in English with good opportunities to develop their skills in critical analysis and critical thinking. The promotion of pupils' personal and social skills is an outstanding feature.
- 5.3 The school provides a good range of extra-curricular activities for its pupils. These include good and regular opportunities to make music in the large and talented school orchestra and a popular and high-achieving choir. Sport is well provided for in netball, athletics, rugby and football. Girls have equality of opportunity with boys. Pupils' ICT skills are enhanced through the digital camera club. All these complement and extend the curriculum and make a good contribution to the standards and confidence of the pupils. Their personal and social development is also enhanced through these activities.
- 5.4 Pupils' learning experiences are enriched further by involvement in community events such as the Caerleon International Arts Festival and the Gwyl Plant Tournament. Educational visits to places such as the National Roman Museum and Barracks at Caerleon, Big Pit Blaenavon and Llancaiach Fawr Manor House are frequent and do much to enhance the curriculum.
- 5.5 The school's provision for spiritual, moral, social and cultural development is outstanding. Spiritual development is promoted excellently through daily collective worship of a broadly Christian nature, prayers in the class and within the curriculum. Pupils prepare and lead assemblies very well. Visits from people of faith and visitors like "Mr. Big" make a significant contribution. Many pupils take a full part in singing hymns and other songs in assemblies. These are often excellent occasions where much learning happens. The large school choir leads singing outstandingly well. The school orchestra accompanies singing skilfully. Assemblies promote a strong sense of community in the way they celebrate pupils' achievements. During these gatherings pupils are respectful, enthusiastic and reflective.
- 5.6 Moral development is fostered outstandingly. Teachers provide good role models to exemplify the school's moral code. The school employs a wide range of strategies to help pupils develop wholesome moral values. It also provides them with a clear understanding of how they can contribute to their community. This aspect is developed further through the school's very good PSHE programme. Circle time discussions on moral issues and analysis of texts in the guided reading scheme also assist. The school successfully promotes the virtues of honesty, fair play and friendship.

- 5.7 The school promotes pupils' social development outstandingly well. Pupils willingly accept the school rules and sing about them evocatively in assemblies. They learn how to relate to others and take responsibility for their own actions. They enjoy very good opportunities to work collaboratively in class, to solve problems, make deductions and think creatively.
- 5.8 The school promotes cultural development very well. Pupils have a very good understanding of their own culture through projects which focus on themes like the legend of King Arthur. Through raising money for those less fortunate than themselves, as well as through assemblies and lessons focusing on different cultures, religions and festivals, pupils are encouraged to develop a good understanding of life in multi-cultural Wales. Pupils also show a good awareness of the diversity of faiths and cultures in the United Kingdom and the world.
- 5.9 The school develops pupils' bilingual competence well. The quality of provision in English is high and the recent appointment of a Welsh specialist to teach Welsh throughout the school is having a positive impact. Visits to local places of interest, Welsh resources, involvement in "Gwyl Plant" and the celebration of St. David's Day make a good contribution to the Cwricwlwm Cymreig.
- 5.10 Parents are very supportive of the school and express high levels of satisfaction with the education their children receive. Parents appreciate the school's welcoming nature and value the ready access they have to the head teacher and her colleagues. A notable feature of this partnership is the way in which the head teacher actively seeks parents' views and often acts upon their suggestions.
- 5.11 The information provided in the school prospectus, in the annual report of the governing body and in monthly newsletters is of high quality and provides parents with comprehensive information about the school and celebrates pupils' achievements. A constructive home-school agreement is in place, which has been received well by parents.
- 5.12 Parents and friends make a significant contribution to the school. The Parent Teacher Association (PTA) works tirelessly in organising many social and fund-raising activities. It provides the school with a valuable source of additional income.
- 5.13 The school has very effective partnerships with the receiving secondary school and with the infant school from which pupils transfer. These links contribute significantly to the continuity and progression of pupils' education. Arrangements for the transfer of pupils are good and ensure year 3 pupils settle into junior school quickly. Year 6 pupils look forward eagerly to secondary school and approach it with confidence.
- 5.14 The school enjoys a very productive partnership with the University of Wales, Newport and regularly provides training facilities for student teachers.

Students are mentored well by teachers and they make a positive contribution to school life.

- 5.15 The many positive links with the local community are very effective and contribute significantly to pupils' learning in a number of curriculum areas. The school and its various activities are well supported and valued by the local community.
- 5.16 The work related education provided for pupils has good features which outweigh some shortcomings. The school has identified this as an area for development. While pupils visit some local businesses and year 6 pupils have the opportunity to consider career opportunities, the vocational aspect of the PSHE programme is not yet fully developed. Work-related education is not an integral part of pupils' learning experience.
- 5.17 The school is seeking to enhance its links with the Education and Business Partnership (EBP). No teachers have undertaken a relevant business or industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.
- 5.18 The head teacher and staff are highly successful in tackling social disadvantage, in challenging stereotypes and in promoting equal opportunities for all. Teachers have high expectations of pupils with regard to behaviour and achievement. They couple these with opportunities to develop pupils' independence. They ensure that all pupils know they are valued equally. The school's commitment to equality and social inclusion is exemplary.
- 5.19 The promotion of education for sustainable development is outstanding. Pupils understand much about pollution, global warming and the need to care for the environment. They have a good understanding of how the ozone layer is depleted by carbon emissions and that this has a negative effect upon the polar ice caps. They explain knowledgeably that the trees of the South American Rainforest are the lungs of the world and that man must stop using wood that takes so long to grow without replacing it. Pupils are actively involved in a range of re-cycling schemes, and the eco-committee monitors carefully the school's energy and water consumption. Pupils clearly understand the school's eco-code and it is prominently displayed throughout the school.
- 5.20 Pupils have access to a highly effective PSHE programme. This is in line with national guidelines, and contributes significantly to the quality of the curriculum. Circle time, in particular, has a positive impact on pupils' emotional and social maturity.
- 5.21 Pupils' understanding of global citizenship is developing well. Through their work in geography, pupils understand how global forces influence the lives of people in different countries. Older pupils, in particular, have some understanding of the economic and social inequalities that exist nationally and throughout the world.

- 5.22 As part of the eco-schools scheme, the school has received bronze and silver awards in recognition of its major commitment to conservation and the environment.
- 5.23 Pupils' entrepreneurial skills are promoted by opportunities to contribute to decision-making and problem-solving through their involvement in the school council and eco-committee. They are enterprising, committed and enthusiastic in their approach. Opportunities to become involved in enterprise activities and the running of a simple business are under-developed.
- 5.24 The school is successfully laying the foundations for lifelong learning and community regeneration. National priorities are reflected well in its life and work. The school gives a high priority to developing pupils' independence. They have good opportunities to take more responsibility for their own learning. Pupils know their community well and understand what is needed for its continued success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution.

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

Grade 1: good with outstanding features
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- 6.1 The findings of the inspection team match the judgment made by the school in its self-evaluation report.

The quality of care, guidance and support

- 6.2 The school places a high priority on pastoral education and provides its pupils with outstanding care, guidance and support. The governors, head teacher, teachers and learning support assistants are highly successful in creating a calm, caring and supportive environment where pupils feel secure and respected. There is a very strong community spirit, and staff and pupils are very welcoming to visitors.
- 6.3 The excellent relationships and the mutual warmth and respect between staff and pupils are outstanding and enable pupils to make very good progress in their academic, social and personal development.
- 6.4 The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Parents and carers are encouraged to become fully involved and the school listens carefully to their views.
- 6.5 All adults in the school provide very good support for new pupils and this helps them to settle quickly and confidently. Effective induction procedures ensure pupils are well supported when moving up classes or when transferring to the comprehensive school.
- 6.6 The school provides outstanding personal support and guidance to pupils. In discussion, pupils praised the quality of relationships between themselves and

adults. Pupils are confident in seeking the help and support of members of staff. They readily turn to adults for help and are listened to and treated with kindness and respect. Older pupils particularly value the sensitive help and support they receive from learning support assistants with regard to pastoral matters.

- 6.7 The school council is a good forum for the development of pupils' personal and social skills. Councillors undertake their duties conscientiously and are pro-active in offering help and support to their peers. Other pupils also gain a better understanding of the democratic process through electing peers as councillors and being represented by them. All pupils have a voice in school development through the school council and also via suggestion boxes in classes.
- 6.8 The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous. The school's policies and procedures to promote good behaviour are very effective. They are consistently applied by members of staff.
- 6.9 Pupils whose behaviour gives cause for concern are counselled, parents are involved, individual behaviour plans are drawn up and support is sought from external agencies and the LEA if necessary. These arrangements work well and, with extra support, pupils' behaviour improves.
- 6.10 The head teacher and school secretaries have established highly effective procedures to monitor attendance and punctuality. Follow-up procedures are consistently applied and the school enjoys a productive working partnership with the education welfare officer (EWO).
- 6.11 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 are increasingly taking an active role in the setting and monitoring of their individual targets and in planning their own progress.
- 6.12 The school has clear, well-documented procedures for assuring pupils' health, safety and well-being. These are implemented carefully by teachers and monitored closely by the governing body. Arrangements for dealing with accidents and emergencies are well established and effective.
- 6.13 Pupils are supervised well at all times. Mid-day supervisors make a valuable contribution to the care and welfare of pupils. Mid-day lunches are nutritious and well-balanced. As part of the *Welsh Network of Healthy Schools*, the school successfully promotes healthy eating and a healthy lifestyle. Pupils are encouraged to eat only fruit at break-time, and fresh, cold water is readily available throughout the day. Pupils also benefit from a wide range of well attended, after-school sporting activities.
- 6.14 The school works in pupils' best interests to safeguard their welfare and protect them from harm. The arrangements for child protection are

outstanding, especially in terms of the sensitive way in which the head teacher handles issues. Meticulous records are kept regarding child protection.

- 6.15 Child protection systems are outstanding. The head teacher is the designated person with responsibility for child protection issues. She has ensured that all teachers, learning support assistants and ancillary staff have received good training in child protection issues. As a result they are aware of and alert to the signs and symptoms of abuse. The school works in close partnership with social services and a range of external welfare agencies to ensure that pupils' well-being has a very high priority.

The quality of provision for special educational needs (SEN)

- 6.16 Taken overall, the provision for pupils with SEN is outstanding. The impact of this provision is very good. The experienced and pro-active SENCo efficiently coordinates and monitors all aspects of the SEN and AEN provision. The school fully meets the requirements of the SEN Code of Practice for Wales.
- 6.17 The school has identified 32 pupils, or 15 per cent of the numbers on roll, on the SEN register; 16 are supported at school action stage and a further 13 at school action plus. Three pupils currently hold formal statements of SEN. These are mainly medical in nature.
- 6.18 The SENCo fosters good links with the neighbouring infant school and makes careful use of records as pupils transfer from that school. Teachers' assessments, standardised tests, parental comments and concerns also contribute to the provision for these pupils. Individual Educational Plans (IEPs) are prepared so that work is set to match pupils' needs and areas for development are clearly identified. These IEPs are reviewed regularly and shared with all staff. The school employs rigorous monitoring systems to track pupils' progress. Parents and pupils are also involved in this process. Consequently, pupils know what they have to do in order to improve.
- 6.19 Teachers use effective strategies, such as withdrawal sessions and in class support. Learning support assistants effectively lead and guide individual and small group work. The SENCo holds frequent meetings with learning support assistants to look at planning, monitor progress and take necessary action. This team ethos has a significant impact on pupils' progress. Resources are deployed effectively to ensure that all pupils, whatever their needs, are integrated into school life. External agencies advise and assist when necessary. This is particularly the case with the Educational Psychology Service, which provides valuable advice and support.
- 6.20 The school's behaviour policy sets clear guidelines on how to deal with pupils whose behaviour impedes their progress. Clear and effective strategies such as the home-school link books are used. The use of a positive rewards system combined with appropriate sanctions helps to eliminate behaviour which could interfere with learning. There have been no exclusions in the last year.

The quality of provision for equality of opportunity

- 6.21 The provision for equal opportunities is outstanding. Pupils have equal access to the curriculum and resources throughout the school. Documentation of very good quality underpins this good practice and the head teacher and her colleagues regularly monitor and evaluate the school's work.
- 6.22 The school fully recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. This is particularly so for pupils in vulnerable or challenging circumstances or those who might be marginalised. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities.
- 6.23 The school has highly effective policies and procedures to promote good race relations and the monitoring of racial equality is exemplary. Diversity is recognised, respected and celebrated throughout.
- 6.24 The school takes all reasonable action to ensure the equal treatment of disabled pupils. In line with the Disability Discrimination Act (2005), the school has undertaken an accessibility audit. The school has an action plan to show how teachers adapt resources and accommodation to help disabled pupils.
- 6.25 The measures taken to eliminate oppressive behaviour, including racial discrimination and bullying are very effective and the school functions well as an inclusive, harmonious community where all are valued equally. In discussion, pupils stated that bullying and racism are virtually unknown. They have no hesitation in reporting such incidents should they arise. They know that the head teacher and other members of staff respond swiftly, fairly and sensitively to any incident, no matter how minor.

Leadership and management

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

Grade 1: good with outstanding features

- 7.1 The overall quality of leadership and management has good features, some of which are outstanding. The findings of the inspection team do not match those of the school in its self-evaluation report because inspectors found significant strengths at many levels of leadership and management.
- 7.2 The school's leadership is characterised by a very clear-headed and well coordinated educational direction. The outstanding leadership of the head teacher is imaginative, sensitive and very well organised. The two acting deputy head teachers provide her with able and innovative support. Subject coordinators lead their subjects and influence subject development very positively. The leadership of the provision for pupils with SEN is of a high order. Effective governance ensures that pupils achieve well and are provided for well. Pupils have a strong voice in leadership through the school council.

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

- 7.3 The school has a clear sense of its own educational direction and high standards are promoted with much persistence. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, learning support assistants, senior managers and governors.
- 7.4 The leadership of the head teacher is outstanding. Since being appointed 15 months ago, she is successfully leading the school through a period of intensive improvement. Her management is inclusive and clear-headed. She has succeeded in reshaping and retaining a team with a high morale. The head teacher gives a sharply focused sense of direction to the school's work, is closely involved in its life at many levels, and shares with other teachers and pupils a commitment to improvement.
- 7.5 The acting deputy head teachers provide excellent support to the head teacher in managing the school. They play an active and effective part in planning, supporting, monitoring and evaluating the work of colleagues. Senior managers support student teachers very well and induction procedures for new members of staff are good. The school has a long-standing role as a mentoring school for students from the teacher-training department of the University of Wales Newport. This means that student teachers are often involved in class teaching under the close tutelage of the school's staff. The school takes very good account of national priorities, local partnerships and cluster arrangements.
- 7.6 The school helps develop the expertise of both teachers and learning support assistants in a highly 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.

- 7.7 The overall quality of subject coordination is good with no important shortcomings. The subject leadership of subjects such as English, mathematics and music is outstanding. The good work of subject coordinators is reflected in the good standards pupils achieve. Subject coordinators have been closely involved in policy-making and have designed and implemented good schemes of work in the core subjects. Good plans are in place to review schemes of work in all foundation subjects.
- 7.8 The organisation of a functioning school council helps pupils gain a good understanding of leadership as well as citizenship. It is supervised well and the school nurtures its development. Pupils grasp this opportunity willingly. They benefit from their involvement in the democratic process through the school council. This body meets regularly and has delegates from all year groups.

How well governors meet their responsibilities

- 7.9 Effective governance ensures that pupils are cared for and do well. The governing body is very committed to the school and the chair of governors provides a strong and caring lead. Governors are well informed of the needs of the school through their own involvement and by regular meetings with both teachers and learning support assistants. Governors recognise and support the role of the school council but do not meet school councillors enough. They are successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the school development plan.
- 7.10 Governors make regular visits to the school and have formal links with subject coordinators and members of staff with other areas of responsibility. Some governors take a very close interest in their particular areas, such as for pupils with SEN. Newly elected governors are developing their roles in liaising with relevant subject leaders and monitoring the quality of education and standards of achievement. The governing body meets all regulatory and legal requirements.

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

Grade 1: good with outstanding features.

- 8.1 The school's self-evaluation processes and planning for improvement are good with outstanding features. The findings of the inspection team differ from those of the school in its self-evaluation report in this key question as inspectors felt that the school's self-evaluation had outstanding features of significance and upgraded the judgment accordingly.

How effectively the provider's performance is monitored and evaluated

- 8.2 The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive, accurate and of high quality.
- 8.3 This school is committed to improving standards. It has successfully developed very good self-evaluation procedures. These have been instrumental in the excellent progress it has made since its last inspection.
- 8.4 The findings of the inspection team were in line with or above all of the judgments made by the school in its self-evaluation report. The school is better than it judges itself to be. The self-evaluation report is honest and thorough and all governors, teachers and LEA advisers were involved in its development. Self-evaluation arrangements are rigorous, systematic, and based on first-hand evidence. Pupils often have opportunities to evaluate school life through their representatives on the school council.
- 8.5 The head teacher, deputy head teachers and subject coordinators regularly monitor and evaluate the quality of teaching and learning. Coordinators also take in pupils' work to assess the outcomes of teaching on a regular basis.
- 8.6 Performance management and appraisal procedures are of good quality. Teachers receive in-service training of high quality. Where the school cannot source training externally it uses the very good in-house expertise of individual teachers to train other staff. This is exemplified well in the training in child protection procedures, in the guidance on the use of the interactive whiteboard and in the advice for the teaching of English and music.

The effectiveness of planning for improvement

- 8.7 The quality of planning for improvement is good as shown by the school's improvement since its last inspection. The school assesses its strengths and its areas for improvement through a clear and well-composed school development plan. This notes the school's needs and responsibilities well. Financial implications and timescales are stated clearly. It is a useful working document with specific, measurable success criteria, but its scope covers only the current year and it needs to be re-organised to prioritise development planning for the next few years. The head teacher and governing body ensure that good resources are provided to achieve key targets. Governors, teachers and learning support assistants are closely involved in planning for improvement and their views are carefully considered.
- 8.8 The head teacher and deputy headteachers 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 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.

- 8.9 Since its last inspection, the quality of teaching is now often outstanding, the overall standards pupils achieve are consistently at least good, the quality of care and guidance is outstanding and so is the quality of leadership and management.

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

Grade 1: good with outstanding features

- 9.1 The findings of the inspection team differ from the school's self evaluation report in that the school graded this key question Grade 2. The inspection team found evidence to show that there are outstanding features in the school's effective and efficient use of resources.
- 9.2 The school has a staff of high quality, both in terms of teachers and learning support assistants. It has a good number of well qualified and experienced teachers, with an equal balance of men and women. They have a good range of knowledge and there is a sensible management structure in place. Learning support assistants are deployed effectively and they work closely with teachers in planning, teaching and recording pupils' progress.
- 9.3 Outstanding use is made of teachers' specific knowledge, skills and experience for training other staff. All work as an effective team with a high morale and a commitment to school improvement. Good arrangements are in place for planning, preparation and assessment (PPA) time. For this purpose the school has recently employed a teacher to teach all classes Welsh as a second language in order to raise pupils' bilingual skills.
- 9.4 Members of staff undertake continuing professional development to improve their subject knowledge and standards of teaching and learning. The school has recently bought into the LEA Advisory Services in order to participate in Newport's training programme, to meet with advisers and to keep up to date with new initiatives and requirements. It works closely with advisers and enjoys close links with the LEA.
- 9.5 Generally, the school has a good range of resources. These match the learning needs of all pupils well. The deployment of these resources and their condition whether held centrally or in class enhances the quality of work in different subjects and areas of learning. In this respect, the Senior Management Team (SMT) and subject leaders effectively identify the resources required. A good example is the recent purchase of fiction books for the more-able readers in the excellence class. This has improved the quality of pupils' oracy and literacy greatly.
- 9.6 PTA funds are also directly linked to improvements such as increases in the number of atlases and thesauruses in the school. Extra funds have also been raised by pupils to help refurbish the computer suite and this facility is now up to date. Generally, very good use is made of any additional funds that

become available. The school has recognised the need to improve its resources in some of the foundation subjects and in the under-stocked library.

- 9.7 The quantity and quality of computers in the ICT suite and in classrooms make a significant contribution towards the development of ICT skills overall. All classrooms are equipped with good interactive whiteboards. An acting deputy head teacher provides good in-house training and support, as does the ICT coordinator and other staff, to disseminate good practice widely. The craft bays outside some classrooms act as valuable areas for small group learning.
- 9.8 Members of staff are deployed well. Subject coordinators are responsible for pricing and purchasing resources for their subjects in accordance with the priorities of the SDP. The SEN budget is used effectively to fund two support assistants. Their deployment is allocated carefully. Link governors meet with subject coordinators and the governing body's finance committee meets regularly.
- 9.9 Members of the administrative staff make visitors feel welcome and contribute very effectively to the school's smooth daily running. The head teacher and secretaries constantly look for best value when purchasing resources. The principles of best value are also reflected in other areas of management such as when negotiating the cost of temporary teachers. Careful monitoring of spending has turned a projected deficit budget into one with a small surplus.
- 9.10 The accommodation is adequate for the number of pupils on roll. The school provides suitable access for those with learning difficulties or disabilities. A programme of refurbishment and redecoration has recently taken place. This includes the SEN areas, communal areas and toilets. The library and some classrooms are in line for refurbishment. The school has a close working relationship with the LEA building maintenance department. The school site and buildings are maintained well by a new and effective caretaker. He has had a significant impact in reducing vandalism and the number of intrusions.
- 9.11 Lodge Hill Junior School gives very good value for money. This is borne out by the high standards pupils achieve, the high quality of teaching, the outstanding leadership and the very good progress the school has made since its last inspection.

School's response to the inspection

The headteacher, staff and governors are delighted with the inspection report which we believe to be an accurate reflection of our school.

In particular, we are pleased that inspectors recognised the high standards achieved by pupils and the very good progress they make throughout the school. This school has always taken pride in the pupils' very good behaviour and their excellent attitudes towards learning, and we are delighted that inspectors judged this area as outstanding.

We are very pleased that inspectors judged the quality of teaching to be good with outstanding features. The knowledge, skills, creativity and experience of the teachers have been fully recognised.

Lodge Hill Junior School has always regarded pastoral care and provision for pupils with special educational needs as a high priority and it is gratifying to see that inspectors have also graded this area as good with outstanding features. Pupils' well-being is an aspect which we see as paramount.

Regarding leadership and management, considerable work has been carried out at all levels and we are delighted that this has been recognised. The educational direction of the school has been clearly validated by inspectors.

In terms of recommendations, the school is already in the process of updating schemes of work and will be continuing this programme over the next academic year. We will also be developing the remainder of our subject portfolios as part of our ongoing work on assessment.

The above actions, in addition to other priorities identified by the school, will now be incorporated into a three year School Development Plan, which, as the report noted, is a sensible next step for the school.

We would like to take this opportunity to thank the inspectors for the courteous and professional manner in which they conducted our inspection.

Appendix 1

Basic information about the school

Name of school	Caerleon (Lodge Hill) Junior School
School type	Nursery and Primary
Age-range of pupils	7 to 11
Address of school	Lodge Hill, Caerleon, South Wales
Postcode	NP18 3BY
Telephone number	01633 422322

Head teacher	Mrs Helen Power
Date of appointment	1 st January 2006
Chair of governors	Mrs Sandra Steward
Registered inspector	Mr Robert Isaac
Dates of inspection	23 rd to 25 th April 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	N/A	N/A	N/A	44	51	52	60	207

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.7 : 1
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	25.8
Teacher (fte): class ratio	1.25

Percentage attendance for three complete terms prior to inspection			
Term			School
Summer 2006			95%
Autumn 2006			95%
Spring 2007			95%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

Key Stage 2 National Curriculum Assessment Results (compared with national averages for 2005)

National Curriculum Assessment KS2 Results 2006										Number of pupils in Y6		60	
Percentage of pupils at each level													
			D	A	N	W	1	2	3	4	5	4+	
English	Teacher assessment	School	0	0	0	0	0	0	5	51	45	96	
		National	0	0	1	0	1	4	15	47	32	79	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3	60	37	97	
		National	0	0	1	0	1	3	15	47	32	79	
Science	Teacher assessment	School	0	0	0	0	0	0	2	46	52	98	
		National	0	0	1	0	0	2	11	51	35	86	

Percentage of pupils attaining at least level 4 in English, mathematics and science by Teacher Assessment	
In the school	95.3%
In Wales	74.3%

- D Pupils who are exempted 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

Appendix 4

Evidence base of the inspection

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

The inspectors visited:

- thirty 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:

- teachers, learning support assistants, 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 52 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 Rob 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 Arwel Williams	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.
Mrs Helen Power	Nominee	Contributing to discussions as agreed.

Acknowledgement

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

Inspection Contractor:

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