

**INSPECTION UNDER SECTION 10  
INSPECTION OF SCHOOLS AT 1996**

**Ysgol Gymraeg Casnewydd  
Heol Hartridge  
NEWPORT  
NP18 2LN**

**School Number: 680 / 2314**

**Date of the Inspection: March 22-25, 2004**

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Date: May 27, 2004  
under ESTYN contract number – T/163/03P**

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## **CURRICULUM AND KEY STAGES NOMENCLATURE**

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

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

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

## **GRADE DESCRIPTIONS**

The following five point scale is used to represent the main opinions in the report as follows:

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

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## 1. CONTEXT

### The school and its priorities

Ysgol Gymraeg Casnewydd, which is maintained by Newport Education Authority, is located on the eastern periphery of the city, in a purpose-built and convenient building that was erected in 1993. The school, which provides Welsh medium education for pupils aged 3-11 years, serves a wide area of the city itself along with other areas in Monmouthshire such as Magwyr and Caldicott. The school describes the catchment area from which it draws its pupils as being neither prosperous nor economically disadvantaged.

There are 378 pupils on the school register, 42 of whom are nursery pupils who attend either morning or afternoon sessions. The remainder are educated in 15 classes, three of which cater for Reception Year pupils. Only 2% of the pupils come from homes where Welsh is the main language. 3% of the pupils come from ethnic backgrounds. Some 17% of the pupils are entitled to receive free school meals, and 23%, including four who have statements of SEN, are designated as pupils with Special Educational Needs [SEN].

19 full time teachers, including the head, are employed at the school, and 16 of them have full time class teaching commitments. The head was appointed in 1998.

The current School Development Plan [SDP] states that the school's priorities are to:

- extend the information and communication (ICT) provision throughout the school;
- establish and reinforce a structure of language patterns that are to be developed across the school;
- produce subject portfolios – core and foundation – to facilitate the assessment of pupils' work;
- improve the environment of the school's play areas.

The school was previously inspected in 1998 and the six key issues identified in that inspection, are included in section 8.1 of this report.

## 2. MAIN FINDINGS

### The main findings of the report

- This school is a well organised establishment which reflects the enthusiasm and commitment of its teachers and ancillary staff. It provides a welcoming environment for its pupils.
- Pupils' standards of achievement were very good in 29% of the lessons observed, good in 51% and satisfactory in 20%. No unsatisfactory standards of achievement were observed during the inspection.
- The standards achieved by pupils are as follows:

AREA OF LEARNING	NURSERY	RECEPTION
Language, literacy and communication	Very good	Good
Personal and social development	Good	Good
Mathematical development	Very good	Good

Knowledge and understanding of the world	Very good	Very good
Physical development	Good	Very good
Creative development	Very good	Very good

- In KS1 and KS2, pupils' standards of achievement in the National Curriculum [NC] subjects and religious education are as follows:

SUBJECT	KS1	KS2
Welsh	Oracy - good Reading - good Writing - good	Oracy – good Reading – good Writing - satisfactory
English	-	Oracy - good Reading – very good Writing – good
Mathematics	Very good	Good
Science	Very good	Satisfactory
Design and technology	Very good	Very good
Information technology	Very good	Very good
History	Very good	Good
Geography	Good	Good
Art	Very good	Very good
Music	Very good	Very good
Physical education	Satisfactory	Good
Religious education	Good	Good

- In both key stages, the pupils have succeeded well in the NC tests and assessments over recent years. In KS1, in 2003, the results were higher than the median across Wales when they are compared with those of comparable schools. In KS2, the results were higher than the median across Wales for schools of a similar kind.
- In this school, the girls' perform significantly better than the boys, especially in the two languages.
- The school has planned methodically to ensure that pupils' literacy skills are developed across the subjects of the curriculum. In both key stages, Welsh terms and expressions are introduced and learnt in subjects such as history, geography and physical education. KS2 pupils are given opportunities to use their Welsh and English language skills as they seek for information in one language and adapt and record the information in the other.
- Pupils are given opportunities to develop their numeracy skills as they discuss time lines in subjects such as history and handle data in geography. In addition, they make detailed measurements in science and design and technology.
- The pupils' skills are developed consistently in ICT as they create hyperlinks, gather information from the Web in subjects across the curriculum, use a word processor and produce multi-media presentations.

- Across the school, the quality of the teaching was very good in 27% of the lessons observed, good in 42% of them and satisfactory in the remaining 30%. Examples of unsatisfactory teaching were very few and far between.
- The lessons judged to be good are typified by detailed planning, the setting of clear aims and the skilful use of a variety of teaching resources and teaching techniques. The most successful lessons had a strong practical element; stimulating teaching strategies gained the commitment of the pupils.
- Where the teaching is satisfactory, the strategies adopted are not sufficiently effective, lesson introductions are too prolonged, their development is slow and noisy and disorganised periods have a negative effect on the amount of work completed.
- Pupils' spiritual development is good; their moral, social and cultural development is very good. The pupils develop appropriate moral and social values and derive significant benefit from the guidance they are given in personal and social education [PSE] sessions and in 'circle time' activities.
- The assessment policy has been recently amended; the assessment system is good. Clear aims are set, assessment opportunities identified in the schemes of work and assessments are recorded accurately.
- The caring atmosphere that pervades the school ensures that the pupils are confident enough to turn to the teachers for support and advice.
- The quality of the curricular planning is good in all its aspects.
- The provision for pupils with SEN is good. The arrangements conform to the requirements of the revised Code of Practice.
- The quality of the links between the school and the local community is good and the school's partnership with the local Welsh medium secondary school which receives the pupils at 11+ years is very good. Links with other establishments, such as Mudiad Ysgolion Meithrin and the Local Education Authority [LEA], are also good.
- Links with parents are satisfactory. A small group of parents feel that the information provided for them is inadequate and does not reach them promptly. Nevertheless, the school's handbook for parents, along with the annual governors' report to parents, are effective documents.
- The school's partnership with the world of work is good.
- The school's procedures for self evaluation and planning for improvement are satisfactory. Some aspects, such as the quality of curricular schemes and policies and the adequacy of resources, have received attention. To date, the evaluation of standards in the various subjects have not been adequately developed.
- The school's leadership and efficiency is satisfactory. The school's organisation, which includes the management team and the leaders of the departmental teams, is appropriate. These arrangements facilitate the day-to-day organisation and ensure consistency in the educational provision. Curriculum responsibilities are shared fairly between the teachers who are

industrious in the execution of their duties. The governing body is committed and is very proud of the school. Arrangements have recently been made to link individual members of the governing body with specific areas of the curriculum. Nevertheless, the governing body is not sufficiently involved in the work of discussing and reviewing the school's policies.

- Although one issue has not received sufficient attention, the school has made good progress in dealing with the key issues identified in the previous report.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

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

- During the inspection, standards of achievement were very good in 29% of the lessons observed, good in 51% and satisfactory in 20%. No lessons were observed where standards were unsatisfactory.
- In all lessons involving children under five, standards were very good or good in 72% and satisfactory in 28% of them. They achieve very good standards in the six areas of learning of the Desirable Outcomes for children under five.
- In KS1 and KS2, standards of achievement are very good in design and technology, information technology [IT], art and music. Standards are also very good in mathematics, science and history in KS1, and in reading in English in KS2. In both key stages, standards are good in Welsh oracy and reading, in geography and religious education. Standards are good in Welsh writing in KS1 and in English oracy and writing, mathematics, history and physical education in KS2.
- Standards are satisfactory in physical education in KS1, and in Welsh writing and in science in KS2.
- Pupils with SEN make good progress in accordance with their age and ability.
- In KS1 and KS2, the school's results in the NC tests and assessments for 2003 were higher than the national median in all subjects. Girls perform better than boys, most notably in the two languages.

#### **3.2 Standards achieved in the key skills across the curriculum**

- The schemes of work and the experiences provided in the classes place a very good emphasis on developing pupils' key skills across the curriculum. In particular, advantage is taken of opportunities to develop the pupils' Welsh oral, reading and writing skill through work in the humanities in both the key stages. This work is continued throughout KS2, when the pupils' oral, reading and writing skills in English are also developed.
- Throughout the school, numerous opportunities are provided to develop pupils' numeracy skills, most especially in activities involving measuring in science and design and technology, in their work with time-lines, when studying the past population of Newport in in history, and in their handling of data in geography.

- Pupils' competence in the use of their ICT skills is well developed in this school. During the inspection, pupils were consistently spending lessons or part of lessons using the resources of modern technology to record their findings and to gather information, using *hyperlinks*.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' spiritual, moral, social and cultural development**

- The pupils' spiritual development is good, and their moral, social and cultural development is very good.
- The school conforms in full with the statutory requirement to arrange a daily act of worship, either on a whole-school, key stage or individual class basis. At times, inadequate attention is given during the acts of worship to creating a devotional atmosphere and pupils have few opportunities to reflect on their personal beliefs and values.
- The pupils show respect for each other and for the adults in the school. They are aware of the need to show respect for others, whatever their race, background or disability. The PSE periods and 'circle time' activities lead to effective discussions on a range of matters, including differentiating between right and wrong.
- Pupils are aware of the needs of others who are less fortunate than themselves and collect money for good causes, both local and international.
- Participation in Urdd activities, numerous clubs and other activities, such as public concerts and services in local chapels, contribute to the pupils' social development. The pupils are courteous and welcoming in their dealings with visitors.
- Pupils' experiences are enriched by educational visits and by the arrangements made to welcome visitors to the school. Good attention is given to the Cwricwlwm Cymreig and to other cultures through the various aspects of the curriculum. A strong Welsh ethos pervades the school.
- The pupils' awareness of world citizenship is being developed appropriately and they have a good understanding of their responsibility for the environment.

##### **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes are good.

- Pupils, across the age ranges, co-operate and play together in a happy atmosphere.
- The vast majority of the pupils concentrate on their work in class and respond enthusiastically to their teachers' instructions and questions. In a significant number of classes, however, a few pupils behave in an inappropriate manner when commencing their tasks.
- Behaviour is good in informal situations, such as during the lunch hour and on the school yard. The pupils are courteous and very welcoming in their dealings with visitors.

- Good standards of behaviour are promoted by the implementation of a ‘positive behaviour’ scheme and policy which place an emphasis on praise rather than punishment. Variations on the scheme are operated in all the classes and the awards include public praise, stickers, merit tickets, awards, class points and other privileges.
- When instances of pupil exclusion arise, such as the case which occurred last year, appropriate steps are followed.
- Equal opportunities are deliberately promoted in all activities and there are no instances of sexual, racial or any other kind of discrimination.
- The responsibilities given to pupils in the day-to-day life of the school, and the steps taken to implement some of the decisions made by the School Council, reinforce the pupils’ commitment to the ethos and values of the school and encourage them to take pride in their environment.
- The school’s expectations with regard to behaviour are explained in full for parents in the school handbook. No evidence of bullying was observed during the inspection.
- The school’s older pupils have recently been involved in the production of Welsh and English language versions of an anti-bullying video that is to be published soon by the Welsh Assembly Government.

#### **4.3 Attendance**

Attendance is satisfactory, with percentages ranging between 93% and 94.5%.

- The school conforms with registration requirements; they differentiate appropriately between various kinds of absences. Information relating to attendance is included in the parents’ handbook and in the annual report of the governing body.
- Letters and telephone calls citing reasons for absences are received in most cases. No formal record is maintained of the telephone calls received.
- The school office supports the work of analysing attendance details by transferring information that is recorded in individual class registers to the school’s central computer system.
- The school handbook clearly explains the school’s expectations with regard to attendance. No explanations for absence are provided for approximately 1% to 2.5% of the pupils.
- Where the attendance of individual pupils is a source of concern, the school communicates with the county’s school welfare officer whose office is located in the nearby secondary school. Where necessary, she arranges to visit the homes of the pupils concerned. In the past, serious cases have been referred to the courts.
- Absences due to families taking holidays during term time have a negative effect on class arrangements and on the education of the pupils.

- Despite the long-term efforts of staff members and the governing body to encourage punctuality, some pupils arrive late at school. The arrangements made at the beginning and end of the school day are disrupted by some pupils arriving late on buses that do not keep to their schedule.
- The school timetable is adhered to during the day.

- **QUALITY OF EDUCATION**

### 5.1 Quality of the teaching

The quality of the teaching was very good in 27 % of the lessons observed, good in 42% of them and satisfactory in the remaining 30%. Examples of unsatisfactory teaching were very few and far between.

The very good and good lessons are characterised by combinations of the features listed below:

- The teachers' planning is detailed and appropriate. They set clear learning aims for the pupils and plan appropriate activities to ensure that they are achieved.
- The teachers make good use of a variety of teaching techniques. They have a secure knowledge of the subjects they teach and successfully develop pupils' subject and key skills.
- The teaching in the nursery and reception class is planned and executed well and is frequently of a very good standard. The teachers' knowledge about the Desirable Outcomes and the six areas of learning for children under five is good. A good range of activities is provided for the pupils and this enables them to make good progress in all the areas of learning.
- In KS1 and KS2, whole class presentations are lively and clear. The teachers ensure that a good balance is achieved between class work, group work, pair work and individual work, and make effective use of the interactive white board and other teaching resources.
- Class control is good and the activities progress smoothly from stage to stage. The discussions are appropriate and the pupils undertake their tasks in an orderly manner and complete them within an accepted timescale. Pupils are praised for their behaviour, effort and achievements.
- The relationships between the teachers and classroom assistants are effective; this contributes well to the raising of standards.
- The teachers have appropriate expectations with regard to pupils' achievements. They are aware of their needs, as groups and individuals, and provide them with good support with their tasks.

The satisfactory lessons are characterised by one or more of the features listed below:

- The teaching strategies employed are not sufficiently effective and the content of the lessons is not sufficiently differentiated to match the needs and abilities of the pupils.
- Lengthy introductions slow the development of lessons and there are instances of disorganised group activity that leads to inadequate achievement.

## **5.2 Assessment, recording and reporting**

The quality of the arrangements for assessment, recording and reporting is good.

- The recently reviewed assessment policy sets clear aims and the schemes of work contain references to assessment opportunities. The procedures are detailed and assessments are recorded accurately and regularly.
- The achievements of the children under five are assessed in accordance with the guidelines of the baseline assessment arrangements. The procedure commences with a baseline assessment of every child under five. The skills of the children in each of the six areas of learning are assessed and their development is recorded regularly.
- The teachers' assessments are based on the NC attainment targets which are used to standardise levels in the subject portfolios that contain evidence of attainment across the school.
- Regular use is made of standardised tests in mathematics, Welsh and English, and the results are used to track the progress of pupils throughout their school careers.
- Targets are set for pupils in KS1 and KS2. These targets are discussed during Governing Body meetings.
- Pupils' work is marked regularly. The quality of the marking varies, but in the best practice positive feedback and realistic suggestions for improvement are offered.
- The school fully conforms with the statutory requirements for pupils with SEN. Individual education plans are prepared for each pupil based on an assessment of their achievements.
- The annual reports to parents contain information about each subject and there is a space for the head to include comments on each pupil's personal profile and general progress. Formal opportunities are provided for parents to discuss the reports with the teaching staff. The parents of the children under five receive reports based on the six areas of learning.
- Although the school has established detailed assessment and recording procedures, the information gathered is not used effectively enough when planning future work.

### **o Curriculum**

The quality and organisation of the curriculum is very good.

- A broad and balanced curriculum is provided for all the pupils, which pays appropriate attention to all the NC subjects and religious education.
- The curriculum provided for the children under five is of very good quality and it conforms with the Desirable Outcomes for the six areas of learning.
- Appropriate planning and clear aims ensure that there is continuity and progression in the learning across the ability range and from year to year.
- The attention given to the development of the key skills and PSE when planning units of work is very good.

- The curriculum is reinforced, especially within the humanities, by visits to specific locations and by inviting adults and specialists to school to discuss their experiences with the pupils.
- The curriculum is further reinforced by the range of extra curricular activities provided. The arrangements made to provide weekly French lessons in Y5 are appreciated by the pupils.
- The homework is based on reinforcing the work done in class and matches the needs of individuals. The activities contribute to pupils' progress.
- No pupils have been disappplied from the requirements of the NC and each pupil is given access to all the school's curricular activities.

#### **5.4 Support, guidance and pupils' welfare**

The quality of the support and guidance provided for pupils is good.

- The school's pastoral care is good and the pupils [including the children under five] feel secure in a friendly and welcoming atmosphere. The teachers and ancillary staff know the pupils well and respond promptly to their needs. Nevertheless, a small group of parents feel that the school does not always listen to their concerns.
- Child protection procedures have been established. The head is responsible and she ensures that the procedures are implemented effectively.
- A good number of relevant policies have been produced, including those for Pastoral Care and Pupil Support, Sex Education and Relationships, PSE, Drug Protection, Water in the Classroom and Health and Safety.
- The school has an effective policy for Equal Opportunities and Racial Equality; incidents are recorded and details sent to the LEA on the relevant pro-forma. There are procedures to promote attendance; Risk Assessment forms are completed prior to any educational visit.
- Sex education is introduced during PSE sessions and science lessons, and through specific presentations to Y6 pupils by their class teachers.
- Appropriate arrangements have been made to ensure the pupils' health and safety and a number of staff members have been on First Aid courses.
- Supervision during play intervals and the dinner hour is caring and detailed. Good care is evident when pupils are accompanied at the beginning and end of the school day. Procedures for ensuring safety, within the building and on the school site, are good.
- Through appropriate planning, policies and comprehensive schemes of work, the school ensures that PSE is introduced as a part of class themes. The School Council and 'circle time' activity provide effective opportunities for pupils to voice their opinions.
- Electrical equipment and fire extinguishers are inspected regularly.

- Pupils are allowed to bring bottles of drinking water into the classrooms if they so wish. The fact that the bottles are not labelled with the names of individual pupils is contrary to the school's policy and does not promote hygiene.
- The metal cases that support the rugby posts on the school playing field are worn, resulting in sharp metal edges which pose a possible hazard for players.

### **5.5 Provision for pupils with special educational needs [SEN]**

The quality of the provision for pupils with special educational needs is good.

- The school conforms with the requirements of the revised Code of Practice and a register of pupils with SEN is maintained.
- Individual Education Plans are prepared which contain a programme of work and appropriate teaching strategies for each pupil with SEN. They are implemented consistently.
- Parents are involved at an early stage in the process of identifying pupils' needs and the content of the Individual Education Plans is discussed with them.
- The 84 pupils with SEN, including the four who have statements, by being part of the mainstream classes, benefit from a broad and balanced curriculum. When appropriate, they receive the support of classroom assistants.
- An additional teacher is employed at the upper end of the school to teach a group of pupils targeted to receive additional attention, and also, a further two teachers are employed for a total of seven hours a week to undertake the same work with KS2 pupils. The pupils with SEN in KS1 are supported effectively by a full-time assistant.
- Additional support, for two hours a week, is provided for two children by a teacher from the Newport Specific Learning Disability Service. In addition, a full time assistant provides one-to-one support for another pupil. These arrangements are effective.
- The appropriate planning undertaken by the SEN teachers, co-ordinators and class teachers ensure progression and continuity in the pupils' learning.
- The member of the governing body with designated responsibility for SEN fulfils her duties conscientiously. She is fully aware of the school's provision.
- At times, the guidance given to classroom assistants is not specific and relevant enough to meet the needs of the pupils being supported.

### **5.6 Partnership with parents and the community, schools and other institutions**

The partnership with parents is satisfactory and the partnership with the community, schools and other establishments good.

- The parents are very supportive of the school's aims. They provide valuable support through fund raising activities and during educational visits.

- The school handbook is a comprehensive document that contains all the requisite information. The annual report of the governing body conforms with the statutory requirements and is full of information.
- There are three occasions, one in each term, for parents come to school to discuss their children's progress. The second meeting takes the form of a surgery when opportunities are available to discuss specific problems. Not all the parents are aware of the exact nature of this meeting.
- The head communicates regularly with the parents about the various events in the life of the school. Nevertheless, a small group of parents feel that the school's communication channels are not effective enough.
- Useful links have been established with the local community. Members of the city's rugby club come to the school to train pupils. There are good links with local chapels and churches.
- Extensive use is made of the school building for choir practices and Welsh lessons.
- The nursery unit teacher makes weekly visits to the two nurseries that feed the school in order to facilitate the transfer of pupils and to ensure continuity in their experiences.
- Effective relationships have been established with the adjacent secondary school and good academic and social links exist with the Welsh medium secondary school to which Y6 pupils are transferred.
- The school appreciates the support and training provided by the LEA, although this provision is not usually available in Welsh.
- Students, including trainee teachers from local colleges, as well as pupils from a local school, come to the school for work experience.

## **5.7 Partnership with industry**

The partnership with industry and the world of work is good.

- A co-ordinator has been appointed recently and a policy on Education and Business Partnerships produced. This is a means of ensuring that opportunities for pupils to benefit from the provision are not lost.
- A number of visitors, including a vet, postman, fire service officers, and police officers visit the school to discuss their work, and a representative from a well-known oil company has held a design and technology workshop.
- Visits are occasionally arranged to specific locations such as Pwll Mawr, the Welsh Assembly and the Newport civic buildings to develop pupils' awareness of the commercial and industrial background of South-East Wales.
- In the context of a recycling campaign that was based on the activity of the School Council, an effective working relationship has been established with a local waste recycling company.

- Some staff members have spent periods in workplaces, including the folk museum, the national rugby stadium, water works and a factory.
- The business connections of some parents and members of the governing body have led to the school receiving some sponsorship.
- There are no examples of enterprise education that would promote pupils' understanding of the requirements of running a business.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of the school's procedures for self evaluation and planning for improvement is satisfactory.

- Meetings of the Management Team and the Department Heads are held to discuss management issues and records are kept of the proceedings.
- The subject co-ordinators are responsible for suggesting priorities to be included in the SDP on an annual basis and are also responsible for monitoring the schemes of work.
- The results of pupils' performance in the NC tests and assessments are recorded along with the internal tests administered in the school, and targets are set on the basis of the data supplied by the LEA following the regular visits of the Link Officer.
- The self-evaluation report prepared is not specific enough to be effective as an instrument to set priorities in the SDP.
- Although the SDP establishes the priorities to be addressed during the school year, there is no formal review of the previous year's plan and no long-term priorities.

### **6.2 Leadership and efficiency**

The quality of the leadership and efficiency is satisfactory.

- The head has established clear structures to ensure the smooth day-to-day running of the school; it is a well organised and effective establishment.
- The head meets the teachers individually to discuss their aspirations and professional development needs.
- Curriculum responsibilities have been allocated equitably among staff members, and deputy co-ordinators have also been appointed. The co-ordinators have worked conscientiously to evaluate provision in their subjects and to ensure that the schemes of work are coherent. To date, they have not been sufficiently involved in the evaluation of standards of achievement across the school.
- The governing body is committed to the school and takes pride in the ethos established within it and in the education it provides. Its members serve on a number of sub-committees, such as the ones responsible for the budget and the curriculum. Responsibility for an area of the curriculum

has been allocated to each member and they visit the school to meet the relevant co-ordinator. To date, they are not sufficiently involved in discussing, adopting and implementing school policies and with receiving self-evaluation reports.

- The head and governing body manage the school finances effectively. Over recent years, there has been a significant level of under-spending. By now, there are indications of a substantial reduction in the under-spending so that the sum involved will then be within the limits recommended by the LEA.

### **6.3 Staffing, accommodation and learning resources**

The quality of the staffing, accommodation and learning resources is very good.

- Staffing levels are appropriate for the number of pupils on the register. The teachers' qualifications and experiences match their responsibilities. They benefit from in-service training courses and work effectively as a team.
- The school is staffed with the equivalent of 19 full time teachers, including the head, who is not in charge of a class. The five full time nursery assistants and the teaching support assistant contribute effectively in the classes.
- Appropriate job descriptions have been prepared for the teaching staff and effective structures have been established for the induction of new members of staff.
- The building and classrooms, are suitable for the numbers on the register. Appropriate use is made of spaces adjacent to classrooms and corridors. The stimulating displays within the school are of a high quality and make a good contribution to the development of the curriculum by providing an effective learning environment.
- Standards of cleanliness, both inside and outside the building, are good.
- The spacious school hall is used for whole school gatherings and for physical education lessons.
- Open-air play areas are designated for use by the reception and nursery children and for KS1 and KS2 pupils. The school has a playing field. The provision of large play equipment for the Nursery and Reception children is appropriate.
- The school has a good stock of resources including books, artefacts, computers and a number of interactive white boards. The teachers use the resources effectively to support the teaching.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **7.1 Standards achieved by pupils**

#### **Provision for the children under five**

The educational provision for the children under five is generally very good and successfully fosters the Desirable Outcomes for Children's Learning. The Nursery children [3-4 years] and the Reception children [4-5 years] make good progress, and frequently very good progress, in the six areas of learning.

Nursery children are admitted to school on a part-time basis each term and are housed in a purpose-built unit. There are three Reception classes.

#### **Good features**

##### **Nursery children [3-4 years]**

- The children's language, literacy and communication skills are good. Without exception, they listen and repeat Welsh words with enthusiasm. They listen well to adults and take part confidently in oral activities, such as discussing the weather and the days of the week. They look at books, handle them appropriately and differentiate between the words and the pictures. They complete pre-writing activities and become familiar with forming some letters.
- The children's personal and social development is good. They settle into school very quickly and become aware of personal hygiene. They wash their hands and put on their coats independently. They enjoy participating in a variety of activities that promote their ability to share and play together.
- The children's mathematical development is very good. They count confidently, compare large and small objects and copy simple patterns. The most able record the numerals correctly after counting objects. They can all name some two dimensional [2D] shapes and their use of mathematical language is developing appropriately as they play with water and sand.
- Their knowledge and understanding of the world is very good. They name the various types of weather, discuss the characteristics of the seasons and select suitable clothing for each one. They discuss their everyday lives and talk confidently about the world around them. They know about the life cycle of the frog and about its habitat.
- The children's physical development is good. They develop their physical skills as they play with large toys. They can drive wheeled toys and change direction successfully. They make good use of the enclosed space outside the school building. They can aim at objects and throw a ball accurately. Their manipulative skills develop well as they play with dough, paint and use scissors

- The children's creative development is very good. They make imaginative choices when using paints and other media during activities that include the use of blow painting, chalk, printing, producing shades, producing a collage of a tree in winter, replicating the patterns on a caterpillar, building a spider's web with paper and painting a snail shell using paint. The children play constructively in the various activity corners. They enjoy singing in Welsh and do so with enthusiasm, varying the volume of their singing in accordance with the requirements of the words and their teacher's instructions.

### **Shortcomings**

- All the children have not learnt to play with others and to take their turn.
- When involved with the large toys, the children are not sufficiently aware of space or of the needs of others.

### **Reception Year (4-5)**

#### **Good features**

- The development of the children's language, literacy and communication skills is good. They respond quite accurately to their teacher's questions in Welsh and two thirds of them use Welsh when playing games or when involved in small groups in the shop or sand. The children listen with interest to stories and recall personal facts. They show that they have a good understanding of the books they are using and can repeat several of the stories they contain. They are beginning to read texts and can identify the initial letters in words; the most able read some simple words. The majority write their names independently and can write a number of letters and numerals correctly. Some can copy the teacher's writing and a small number are beginning to write independently.
- Their personal and social development is good. The majority concentrate on their tasks and co-operate appropriately in groups. They undress and dress for physical education lessons with a degree of independence. They know about St David and why we celebrate March 1 and can discuss some stories about Jesus Christ and his life. They relate well to the adults in their classes.
- The children's mathematical development is good. They can compare objects and numbers up to at least 10 and organise objects into sets. They understand the concept of 'more than' and 'less than'. The more able children can match objects and numerals. They identify 2D and some 3D shapes and their use of mathematical language is good. They understand that there are various kinds of coins and that they need money to pay for goods when playing in the shop. The majority can create and repeat a numerical pattern correctly.
- Their knowledge and understanding of the world is very good. They use an increasing range of vocabulary associated with time, such as 'yesterday', 'today' and 'tomorrow' and can name the days of the week and some months. They compare materials and describe them on the basis of their characteristics, such as 'soft', 'hard', 'rough' and 'smooth'. They then relate this to the story of The Three Little Pigs. They use the computer confidently, using the mouse to click and drag and play simple games independently. They know about the local area and can discuss

some of the features and buildings of Newport. They also know about local employment patterns.

- The children's physical development is very good. They show good control when using small apparatus such as scissors, brushes and pencils. Their physical development is promoted very well during physical education lessons. They move confidently, follow their teacher's instructions with care and stop promptly when asked to do so. They can find a vacant space, create high, low and medium movements and run, walk and jump. By imitating the movements of the three little pigs and the wolf, they become aware that exercise has an effect on their bodies.
- The children's creative development is very good. They enjoy singing a variety of nursery rhymes and pay attention to expression and meaning. They respond well to rhythm in music by clapping, and the majority sing well and in tune. They use a wide range of materials to produce houses made of paper and also stitch, sketch fruits using chalks, produce prints using fruits, create lines using cord and paints and mix colours to produce portraits. They produce detailed pictures of snow flakes and work together to paint, print and create a large picture. They use their imaginative powers in a lively manner during role play based on the story of The Three Little Pigs.

### **Shortcomings**

- A number of children [most particularly in one class] speak in English when talking with each other when the teacher is not directly involved with them.
- At times, some children do not listen and respond appropriately to their teachers.
- Some children are uncertain of the value of numbers and find it difficult to continue number patterns.

### **Welsh**

In KS1 and KS2, standards are good in oracy and in reading. Standards in writing are good in KS1 and satisfactory in KS2. In general, standards are good.

### **Good features**

- A good number of KS1 pupils talk and discuss confidently and freely. They offer spontaneous comments when discussing their curricular and leisure time experiences. They ask interesting questions during lessons and the most able pupils produce extended sentences when responding orally. They engage in role play with enthusiasm.
- A good percentage of KS1 pupils read with considerable fluency and successfully convey the meaning of what they are reading by using pauses and emphases. They can name the punctuation marks and understand that they assist meaningful reading. They know relevant terms, such as 'blurb' and 'author', and can express opinions when comparing different kinds of books.

- A good number of the pupils produce effective pieces of writing in a variety of forms to meet a variety of needs. They form affirmative and negative sentences and the more able produce portraits, using original comparisons. They produce their own short, factual books, describing creatures and expressing opinions about them. They use the language confidently to record their experiences in subjects across the curriculum.
- In KS2, a substantial percentage of the pupils listen and contribute well to discussions during lessons. Their awareness of subject-specific vocabulary is good and they can discuss their experiences in pairs, groups or in front of the whole class. They are ready to talk to visitors, frequently producing extended sentences.
- A good number of the pupils read competently and with good expression and can reproduce the atmosphere of the texts they are reading. The more able pupils intonate appropriately and show that they have a thorough understanding of fairly challenging texts. They readily discuss the content of their books.
- A small number of KS2 pupils record their curricular experiences effectively and use the language appropriately in other subjects. They produce poems to various patterns, including haiku and acrostic poems, as well as well-crafted poems in vers libre. They show an awareness of audience. When writing imaginative diaries in connection with their work in history, they use terms that identify with the period in question and with the characters involved.
- They respond well to the requirements of specific tasks, using suitable verbs and adjectives as appropriate.

### **Shortcomings**

- In both key stages, pupils are unsure as to the correct form of the affirmative answer to questions. They invariably use the 'Ie' in their responses.
- A good number of KS2 pupils have a limited grasp of syntax and style and this has a negative effect on their writing.
- Spelling and mutation errors are evident in the work of a good number of pupils across the two key stages.

### **English**

English is introduced formally in KS2.

In KS2, standards in oracy and in writing are good and reading standards very good. In general, standards are good.

### **Good features**

- The pupils listen with care, the majority respond promptly to instructions and can recall in detail what they have heard. They discuss maturely in groups and in pairs, arrive at a consensus and make decisions. They describe their experiences and ideas clearly to a group, to the whole class

or when talking to adults. They talk confidently, convey information and contribute appropriately to class discussions.

- Pupils make rapid progress with their reading in Y3 and a number are soon reading fluently and expressively and with a good understanding of the texts they read. The majority can answer questions about the features and content of books written by their favourite authors. The more able pupils read challenging books fluently and meaningfully. They discuss the characters and plot of stories and express opinions about their content and about their choice of books. The pupils make effective use of the school library and a variety of other sources, including dictionaries. They use index and contents pages of books to search for information.
- They write in a variety of forms such as descriptive and creative, writing poems, letters, portraits, legends and instructions. The more able pupils produce extended pieces of writing of good quality. They develop their ideas effectively and select words that convey a particular mood. Some of the older pupils in the key stage vary their style of writing according to the demands of context. At its best, the writing is lively and interesting and shows an awareness of audience. The ability of pupils to spell, punctuate and to write in paragraphs develops consistently across the key stage.

### **Shortcomings**

- Pupils' oral responses to classroom tasks are frequently short. Some are reluctant to contribute during group discussions, preferring to let others speak on their behalf.
- The pupils do not use the re-drafting process to evaluate and improve the content and accuracy of their writing.
- Some pupils do not exercise sufficient care or show that they have pride in the presentation of their written work.

### **Mathematics**

Standards in mathematics are very good in KS1 and good in KS2.

#### **Good features**

- In KS1, pupils have a very good understanding of number and place value. They identify and discuss 'odd' and 'even' numbers confidently.
- The achievement of a very substantial number of pupils in the use of strategies in mental mathematics is very good.
- They can discuss time, using digital and analogue clocks, and can relate five minute time intervals with the five times multiplication table with ease.
- The vast majority of KS1 pupils work confidently on investigative and practical aspects of mathematics and can handle data accurately, recording their conclusions in the form of tables and block graphs.

- In KS2, a good number of the pupils understand place value and deal effectively with the processes involved in the four operations.
- The vast majority of pupils collect data, record accurately in the form of tables and graphs and interpret the results confidently.
- A significant majority of KS2 pupils have a firm grasp of a good range of mental strategies.
- A good number of the pupils select appropriate methods of recording when carrying out investigations in groups.
- They handle money effectively, use decimal notation with ease and deal with decimal fractions confidently.

### **Shortcomings**

- In KS2, the more able pupils do not produce a sufficient amount of challenging work that matches their ability.

### **Science**

Standards of achievement are very good in KS1 and satisfactory in KS2.

### **Good features**

- In KS1, a significant majority of pupils have a good level of knowledge about the difference between living and non-living things. As they observe eggs hatching and reptiles and creatures that live below the surface of the soil, their knowledge about the natural world develops very well.
- By using a planning board they can organise simple investigations and they have a good understanding of the importance of ensuring a fair test.
- Their knowledge about the various parts of the body and the changes that occur to it after a period of exercise is good.
- By Y2, pupils have a very good understanding of the way in which some materials can be changed, and they are confident when classifying materials and identifying their attributes.
- KS2 pupils construct a simple electrical circuit and can explain the function of bulbs, batteries and switches. Their investigative skills are good as they carry out an experiment to differentiate between conductors and insulators.
- Their knowledge of the solar system is good. They measure shadows and record their conclusions methodically as they investigate the location and path of the sun at different times of the day.
- Their understanding of light and of the sources of light is developing well as they carry out experiments on transparencies with a light meter.

## **Shortcomings**

- In KS2, a significant number of pupils do not handle apparatus with sufficient care when carrying out investigations. They do not take sufficient care when measuring and controlling variables.
- In KS2, pupils do not often use their results to verify their predictions and do not record and rationalise their results in sufficient detail.

## **Design and technology**

Standards in design and technology are very good in KS1 and KS2.

### **Good features**

- The vast majority of KS1 pupils use construction kits to build a variety of structures.
- In KS1, pupils observe familiar products and on this basis make suggestions about the ‘making’ process. They use words and pictures to convey their intentions. Good examples of this were seen in the work on the production of a special sandwich and in the planning of a home.
- The pupils use materials and equipment such as glue, cardboard and wood confidently and demonstrate that they have good ‘making’ skills as they produce a variety of models to serve specific functions. This is reflected in the very good quality of the finished products as they make vehicles and moving faces, using the ‘Learn and go’ controller.
- Pupils in both key stages follow the procedure of designing, selecting a plan and then making a product prior to evaluating it. A good range of designing and making tasks is undertaken, using a wide range of media.
- In KS2, the vast majority of pupils can effectively identify and classify a range of materials and select those most appropriate to construct a model. They exhibit very good skills as they construct objects.
- Their ability to gather information and to use it to produce a number of possible ideas is very good. The quality of their products, such as a boat which will travel in a straight line in the swimming pool, is very good.
- The pupils pay very good attention to the planning of the steps that must be taken to realise their ideas.

## **Shortcomings**

- There are no obvious shortcomings.

## **Information technology**

Standards of achievement are very good in KS1 and KS2.

### **Good features**

- In KS1, the pupils make very good use of the mouse, the keyboard and CD-ROM s and a significant majority know how to surf the Web to look for information about animals.
- They demonstrate very good skills as they use computer software to produce shapes and colourful patterns before printing them. They use simulation programmes confidently to produce weather maps which they use in their language lessons.
- They make good use of a word processor to produce short texts and to import pictures from central files to produce a multi-media presentation about their visit to Pwll Mawr.
- The pupils know about the influence of ICT in the world around them and make very good use of sound equipment, listening centres and a digital camera as they carry out their tasks.
- In KS2, the pupils use computers confidently and have very good word processing skills that they use regularly to present their work.
- They record the procedures they use in their notebooks and their use of these procedures in their cross-curricular tasks, and as they produce a multi-media game, is very good.
- KS2 pupils make very good use of the technology when creating databases and tables to record their work across the curriculum and to produce bar graphs, line graphs and pie charts.
- The pupils demonstrate very good skills as they produce a video film about their school. They use equipment such as sensors effectively.

### **Shortcomings**

- There are no significant shortcomings.

### **History**

Standards are very good in KS1 and good in KS2.

### **Good features**

- KS1 pupils have a very good understanding of the fact that different historical periods are represented by differing customs and artefacts, and they respond enthusiastically when speculating, reasoning and locating objects that have historical significance.
- They can identify the changes between methods of travelling and the clothing worn in distant times with those of our own time; they understand that devices evolve from period to period and can record their observations in a variety of ways, including the use of Venn diagrams.
- They formulate questions that lead to further knowledge and their use and understanding of the terminology relevant to common customs, such as wash day, is very good.
- They know about the history of a ‘semi-factual’ person from the past and can describe the living conditions and circumstances that existed in that period.

- In KS2, pupils make effective use of a variety of information sources, such as old pictures, maps and diaries, to learn about the development of their town. They express mature opinions about living conditions during various periods in the past. They record their findings using graphs, written texts or notes.
- They derive considerable benefit from the resources that are part of their school museum and from their visits to special locations which enhance their understanding of life during a specific period.
- Their awareness of the fact that historical texts express opinions in addition to facts. Some pupils can recall significant events from the past in addition to the factual details that are relevant to those events.
- Their writing shows that they empathise with the living conditions of ordinary people and they contrast this with the more favourable conditions under which the gentry lived.

### **Shortcomings**

- In some situations in KS2, instead of recording their work using their own sentences, pupils' conclusions and records are mainly based on copying out their teacher's sentences. Because of the limitations imposed on them by their use of worksheets they are unable to develop their conclusions.

### **Geography**

Standards are good in KS1 and KS2.

#### **Good features**

- In KS1, a substantial majority of the pupils can identify Wales on a map and can locate Newport accurately.
- Their knowledge about the town is good and they can identify the nature, location and function of the various buildings and can also refer to the physical and human features of their local area.
- They produce a plan of their classroom, using a simple key; they locate objects appropriately on a ready made plan of a village.
- They discuss Belgium as a country that is far away and make simple comparisons between that country and their own.
- In Year 2, a substantial number of pupils collect data about the holiday locations of class members and record the information in the form of tables and graphs.
- In KS2, the pupils know their local area well and have a good understanding of its nature and character.
- In their study of a contrasting area in St Lucia, the pupils can describe some features of the life of the inhabitants. They make confident comparisons between the Castries area and Newport in terms of standards of living, the weather and climate.
- As they discuss the journey of a river, the vast majority of the pupils show that they have a good grasp of the relevant geographical terms; they can name some of the world's major rivers.

- Some pupils at the upper end of the school carry out an effective geographical survey by drawing a cross-section of a river and gathering and recording data and facts about the width of the river, its depth and the flow of its waters.

### **Shortcomings**

- In KS1, the pupils do not make sufficient use of investigative and enquiry methods.
- In KS2, the pupils do not carry out in-depth investigations when comparing contrasting areas and they make little use of secondary sources and data to enhance their understanding of the differences.

### **Art**

Standards of achievement are very good in KS1 and KS2.

### **Good features**

- KS1 pupils develop a very good understanding of the language of art and terms such as line, mood, colour, pattern, texture, shape, form and space and can apply them effectively in their work.
- They show that they have very good skills as they use a range of materials including coloured pencils, crayons, wax and paint, and their collage work and drawings are generally of a good standard.
- The pupils demonstrate creativeness as they produce 3D models of animals from waste materials and their achievements are very good. They demonstrate good skills as they mix colours to emulate a painting of 'The Fair' by Rachel Brown.
- In KS2, the pupils make very good use of a range of media and techniques to express their visual ideas in two and three dimensions.
- Their investigative skills develop very well as they experiment with various effects such as rubbings, pastels, tissue paper and as they develop their personal ideas in sketch books before producing their final picture.
- The older pupils make good use of pastels and work in detail as they emulate the paintings of Edvard Munch. They have developed good skills and creativeness when producing 3D models of an alien creature.

### **Shortcomings**

- There are no significant shortcomings.

### **Music**

Standards are very good in KS1 and KS2.

### **Good features**

- In KS1, activities involving performing, composing and evaluating are integrated appropriately. The pupils sing a variety of songs enthusiastically and with appropriate expression, varying the tone of their voices according to need.
- Pupils know about the names and methods employed to play various instruments and perform confidently, playing in time to a regular beat. They show empathy with other players.
- The pupils listen intently and identify and describe elements such as pitch, timing and dynamics, relating them to their own compositions and using them successfully.
- The pupils evaluate their own and the work of others effectively, offering suggestions for improvement in a sensitive manner.
- In KS2, the pupils sing well in a large group. They sing a variety of songs from different cultures, placing appropriate emphasis on gesture, breathing, intonation, tone quality and dynamics.
- Pupils investigate a range of sources of sound, selecting, combining and organising sounds effectively to create a particular mood. They produce compositions that demonstrate musical imagination and achieve good technical and expressive standards. The pupils produce their own compositions, frequently in co-operation with others. A number of the completed compositions are imaginative and show development over a period of time.
- The pupils evaluate their compositions effectively to improve their quality. They concentrate their listening on specific musical elements and develop an awareness of how these are used for expressive reasons across a wide range of music. The pupils can discuss the attributes of the music of varied Welsh composers in addition to composers from other cultures intelligently, expressing their opinions maturely.

### **Shortcomings**

- There are no significant shortcomings.

### **Physical education**

A ball-skills lesson was observed in KS1 and athletics and dance lessons in KS2.

On the basis of the activities observed, standards are satisfactory in KS1 and good in KS2.

### **Good features**

- KS1 pupils engage enthusiastically in their activities and co-operate successfully when required to do so.
- They make effective use of space and move apparatus in a safe manner.
- They manage, satisfactorily, to create shapes, to roll and to jump from a height during a gymnastics lesson.
- In a ball-skills lesson, a small group can maintain control of a ball when moving.

- In KS2, pupils are aware of the correct technique to use when running and when practising to throw a ball they use the terminology that is relevant to fitness.
- They can maintain varied stretching movements that assist them to deal safely with more challenging exercises.
- They co-operate well when throwing a ball from a variety of body positions. The most able maintain the techniques taught to them throughout the activity.
- During dance lessons, the vast majority of pupils respond effectively to the mood of the music as they produce a sequence of movements. As they co-operate effectively in pairs, they succeed in varying basic elements, working at varying levels, moving gracefully and varying their posture.
- They demonstrate their performance to the remainder of the class and offer reasonable comments when evaluating each other's work.

### **Shortcomings**

- A small number of KS1 pupils do not listen effectively enough to instructions and as a result do not make adequate progress with the skills they are taught during a lesson.
- In athletics and dance lessons, some KS2 pupils do not concentrate hard enough so that their technique and movements are refined over the duration of the activity.
- In athletics lessons, the techniques formerly taught to them are ignored by a number of pupils when they are competing enthusiastically with each other.

### **Religious education**

Standards are good in both key stages

#### **Good features**

- In KS1, a substantial number of pupils are aware of the people who help us, of their community, their home and their family. 'Thank you' cards of good quality have been produced.
- They are familiar with some religious rituals such as baptism and marriage and can describe them, showing at a basic level that they understand their significance.
- They discuss some of the symbols that are to be seen in the Cathedral confidently, referring to the baptismal font, the lectern and the priest's dress.
- They are familiar with aspects of Judaism; they refer to various religious festivals and discuss their significance at a simple level.
- In KS2, the pupils are very familiar with aspects of other religions such as Judaism, Hinduism and Islam. They can relate these to elements in the Christian religion.
- They discuss feelings such as happiness and sadness and link them effectively with their own experiences.

- The pupils know about the world's great benefactors, such as Martin Luther King and Mother Teresa. And they are very aware of the importance of caring for others.
- They understand the significance of customs and rules and know about the values that are associated with democracy such as ensuring equal opportunities in a multi-cultural society.

### **Shortcomings**

- The pupils do not have adequate knowledge of Bible stories.
- The pupils do not record a sufficient amount of work.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

In the previous inspection, the following six key issues were identified as ones the school should attend to:

*To further develop planning for the early years based on the six areas of learning and to generally improve the provision and the accommodation for the children under five.*

By now the quality of the planning for the early years is secure. Careful attention is given to the provision of education in the six areas of learning. By now, the three classes for the reception children are situated alongside each other.

*Continue to develop strategies to raise the level of pupils' literacy and numeracy skills.*

By now specific literacy sessions are provided and mental mathematics is employed as a consistent teaching strategy. The results of NC tests and assessments show that standards have improved.

*Complete the schemes of work and to revise the short term plans to make them effective documents that will assist the teaching.*

Detailed medium term, whole-school schemes of work have been prepared and these fulfil many of the demands of the short term planning. The plans for each term show that there is consistency and thoroughness in the planning across the areas of learning and that they aim to achieve development in pupils' experiences and skills.

*Revise the SDP to provide long term development plans for the school and to include in it measurable targets for raising pupils' standards of achievement.*

The SDP is not yet an instrument that includes sufficiently specific priorities based on an effective self evaluation process.

*Maintain daily attendance registers of pupils' attendance in accordance with Welsh Office circulars 45/91 and 53/94; include relevant information in the school prospectus and in the governors' annual report to parents as detailed in the Welsh Office guidelines.*

By now the school handbook and the annual report to parents meet all the statutory requirements.

*Implement the health and safety recommendations discussed during the inspection.*

Detailed procedures have now been established. The teaching staff and caretaker now exercise care when releasing pupils from the school and when accompanying them to the buses.

The school has responded well to five of the key issues identified during the previous inspection. There is a need to give further attention to the SDP, and this matter continues to be a key issue in this report.

## **8.2 Key issues for action**

The school needs to:

- maintain standards in the subjects where they are good and very good and improve standards in the subjects where standards are satisfactory by attending to the shortcomings identified;
- attend to the deficiencies identified in the teaching, specifically by encouraging pupils to work in a more orderly and disciplined manner during some sessions and by working to improve the general quality of the presentation of pupils' work;
- ensure that the governing body is more involved in the managerial procedures of the school, including the revision and confirmation of policies;
- link the SDP with the main findings and priorities of a self evaluation process that is based on the co-ordinators' monitoring and evaluation of the previous plan;
- ensure that methods of communicating with parents are more effective.

## APPENDIX

### School data

#### A. Basic information about the school

Name of school	Ysgol Gymraeg Casnewydd
Type	Primary
Age range of pupils	4-11
School address	Hartridge Farm Road Ringland Casnewydd
Post code	NP18 2LN
Telephone number	01633 290270

Name of head teacher	Mrs Gwenda Roberts
Date of appointment	April 1998
Chair of the governors	Mrs M. Isaac
Registered Inspector	Len Jones
Date of inspection	March 22-25, 2004

#### B. School data and indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	58	53	48	56	51	40	51	357

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent
Number of teachers	19	1	19

<i>Staffing information</i>	
Pupil: teacher ratio, excluding nursery and special classes	21:1
Average class size, excluding nursery and special classes.	24
Teacher: class ratio	1:1

<i>Attendance in percentages for the three terms preceding the inspection</i>				
	Reception	KS1	KS2	Whole school
Spring term	94	93.8	95.4	94.5
Summer term	91.6	94.3	95.5	94
Autumn term	90	94.6	94	93

Number of pupils excluded during the previous 12 months	0
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### C. Results of National Curriculum assessments and public examinations

<b>National Curriculum Assessments KS1 results : 2003</b>	Total number of Y2 pupils: 57
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than five but fewer than 10, overall performance indicators only are included.	

Percentage of pupils achieving at least level 2 in mathematics, science and Welsh			
According to teacher assessment		Test	
In the school:	91	In the school:	-
In Wales:	80.4%	In Wales:	-

<b>Results of National Curriculum Assessments KS2: 2003</b>			Total number of Y6 pupils: 46									
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School							29	29	42	
		National					1	5	16	45	29	
	Test/Task	School							9	33	58	
		National		2	2	1		4	12	41	38	
Welsh	Teacher Assessment	School							27	47	27	
		National	1	2			1	4	19	49	23	
	Test/Task	School							22	56	22	
		National	1	2	2			3	17	50	24	
Mathematics	Teacher Assessment	School							31	33	36	
		National			3		1	4	19	46	27	
	Test/Task	School						4	18	42	36	
		National		2	1	1		4	19	43	30	
Science	Teacher Assessment	School							11	38	51	
		National			3			2	13	49	33	

	Test/Task	School								42	58	
		National		2				1	10	47	38	

- D Pupils who have been disapplied under statutory arrangements from part of the whole of the NC  
A Pupils who failed to register a level because of absence  
F Pupils who failed to register a level because of reasons other than absence  
W Pupils working towards level 1

#### D. The evidence base of the inspection

The school was inspected over a period of four days by a team of four professional inspectors and one lay inspector. During this period:

- 78 lessons and other curriculum activities were observed, the time being shared fairly equally between the classes;
- discussions were held with the pupils, the head and teaching staff;
- pupils were questioned about their knowledge and understanding of the work they had completed;
- a number of pupils were heard reading in Welsh and in English;
- samples of pupils' work were inspected;
- the school's documentation, including policies, schemes of work and the SDP were inspected;
- the attendance registers and assessment records were inspected;
- attention was given to the school budget;
- a parents' meeting, attended by 26 parents was held and 59 parents' questionnaires analysed;
- a formal meeting was held with the governing body.

#### E. Composition and responsibilities of inspection team

Name	Role	Sections of the report	Subjects [Section 7]
Len Jones	Registered Inspector	1,2, 3.1, 3.2, 6.2, 8.1, 8.2 Appendix	Welsh, History, Physical education
Gareth Hughes	Team inspector	5.1, 5.2, 5.6, 6.3	Science, Information Technology, Art
O.Glyn Roberts	Team inspector	5.3, 5.5, 6.1	Mathematics, Design and technology, Geography, Religious education

Gwenan Wiliams	Team inspector	4.1, 5.4, 6.3	Children under five, English, Music
John Roberts	Lay Inspector	4.2, 4.3. 5.7	

*The inspectors wish to thank the school governors,  
head, staff, pupils and parents for their willing  
co-operation during the inspection.*