

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

**Coed Eva Junior School
Teynes
Coed Eva
Cwmbran
NP44 4TG**

School Number: 678 2240

Date of Inspection: 10-13 October 2005

by

**Mr. R. Fry
W216/78913**

Date: 23rd November 2005

Under Estyn contract number: T/074/05P

© Crown Copyright 2005

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Coed Eva Junior School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Coed Eva Junior School** took place between 10 and 13 October 2005. An independent team of inspectors, led by Mr. R. Fry 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements 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 sections.

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

For full inspections, there are also reports in all subjects.

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

This school received a standard 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Contents	Page
Context	6
Summary	7
Recommendations	11
Standards	12
Key question 1: How well do learners achieve?	12
The quality of education and training	14
Key question 2: How effective are teaching, training and assessment?	14
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	17
Key question 4: How well are learners cared for, guided and supported?	19
Leadership and management	21
Key question 5: How effective are leadership and strategic management?	21
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key question 7: How efficient are leaders and managers in using resources?	23
Standards achieved in subjects and areas of learning	25
Welsh second language	25
English	26
Mathematics	28
Information Technology	29
Geography	30
Physical education	31
School's response to the inspection	33
Appendices	34
A Basic information about the school	34
B School data and indicators	34
C National Curriculum assessments results	35
D Evidence base of the inspection	36
E Composition and responsibilities of the inspection team	37

Context

The nature of the provider

1. Coed Eva Junior School is situated in Cwmbran and was last inspected in 1999. The school serves pupils from a mainly urban area on the outskirts of the town. Twenty-five per cent of pupils are entitled to free school meals, which is above average. The school's catchment area is neither advantaged nor disadvantaged socially. Children's attainment on entry to the school is average.
2. There are currently 311 pupils aged 7 to 11 years at the school, representing the full range of ability. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. Forty-nine pupils have been identified as needing additional support with their work and are on the register for pupils with special educational needs. This proportion is average. Four pupils have statements of their special educational which is above average needs. The school has gained the national Quality Mark. There have been two temporary exclusions in the last 12 months.
3. Less than one per cent of pupils are from ethnic minorities. All pupils speak English as their first language.

The school's priorities and targets

4. The School Development Plan (SDP) states that;

"Coed Eva Junior School aims to provide a secure, happy, caring, stimulating environment in which all pupils can realise their full academic potential and develop spiritually, aesthetically and socially regardless of race, colour or creed."
5. The school's main priorities for the current academic year are to:
 - Allow staff time to carry out other functions than direct teaching.
 - Develop accelerated learning techniques and pupils' thinking skills.
 - Develop teaching methods for mixed-age teaching.
 - Create a new staffing structure.
 - Maximise the potential of ICT to support the curriculum.

Summary

6. Coed Eva Junior is a school where pupils make good progress and achieve well. The inspection team agrees with most of the judgements made by the school about the standards pupils achieve and in other areas of its work. Coed Eva Junior continues to provide good value for money.

Table of grades awarded

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

Standards of achievement

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	13%	63%	24%	0%	0%

7. Pupils' standards of achievement in lessons are above the Welsh Assembly Government's (WAG's) targets, which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50 per cent to achieve grade 2.

8. Six subjects were inspected; the standards of achievement are as follows:

Subject	Key Stage 2
Welsh second language	2
English	2
Mathematics	2
Information technology	2
Geography	2
Physical Education	2

9. Pupils' standards of achievement are good with no important shortcomings.

10. Pupils' standards and progress in achieving key skills are good. Standards achieved in speaking and listening and reading and writing in subjects are good. Pupils' use of numeracy skills in subjects, such as science, is good. Pupils' use of a range of information technology (IT) to support learning in other subjects is good.
11. Pupils' competence in using bilingual skills is good. They make good progress with learning Welsh. Talented pupils reach high standards of performance in team sports and in the orchestra. Pupils' standards achieved in personal and social education are good. They work very well with one another in classes and around the school.
12. Pupils enter the school in Year 3 with attainments that meet national standards. The 2005 National Curriculum (NC) assessment results indicated that standards achieved by Year 6 pupils in the core subjects of English, mathematics and science were above local and national averages. Eighty per cent of pupils gained the nationally expected Level 4 in the core subjects. This result was higher than the 2004 national average of 72 per cent.
13. Although there are variations year to year, boys and girls achieve similarly. Pupils from ethnic minorities also make good progress.
14. When compared with similar schools locally and nationally, based on pupils' entitlement to free school meals, the school performs better than most others in this group.
15. Pupils with special educational needs (SEN) make good progress and usually reach the targets they have to complete. Many pupils reach national standards at the end of Year 6.
16. Pupils' understanding of how well they are progressing and what they need to do to improve is developing appropriately. Pupils have some opportunities to discuss their targets for improvement. This is an area that has been identified by the school for further development.
17. Levels of attendance are good and there are effective procedures to monitor and follow up absences. Punctuality at the start of the school day and at the start of individual lessons is good. Few pupils are late for school.
18. Pupils' behaviour and attitudes to learning are good and they have a positive effect on standards achieved and the quality of life in the school. Pupils make steady progress in learning to take responsibility for their own work. There were two temporary exclusions last year.
19. Pupils make good progress in their personal, social and moral development. They have a good understanding about treating one another fairly and a respect for people who are different from them.

The quality of teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	57%	23%	0%	0%

20. The teaching has good features and no important shortcomings. The overall quality of teaching in lessons is higher than WAG's targets. Teachers have good knowledge and understanding of subjects they teach. In some subjects there is a high level of expertise, such as in physical education and music.
21. Teachers use a good range of teaching techniques to help pupils learn, such as when they use interactive whiteboards to bring lessons alive in geography and mathematics. Working relationships are very good. In some lessons, such as in mathematics, teachers occasionally do not always match the work well enough to pupils of all abilities.
22. There are effective systems that provide a clear picture of pupils' progress in some subjects such as English and mathematics. Pupils' progress in other subjects, such as physical education and geography, is not as well documented. Teachers have compiled good samples of pupils' work in many subjects to help them assess pupils' work.
23. Pupils' learning experiences have good features and no important shortcomings. The school ensures good equality of access and opportunity for all pupils and meets pupils' needs well. The school meets the requirements laid down in the NC for each of the subjects inspected.
24. The whole school planning for the teaching of key skills in a meaningful way is well organised. Pupils' learning is enhanced through a very good range of educational visits and many pupils participate in the extensive out-of-hours activities, such as football, rugby, netball and musical activities.
25. The provision for pupils' spiritual, moral, social and cultural development is good and pupils respond well to school life. They achieve good standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes to school.
26. There are effective partnerships between the school and parents, the community and with other schools in the local area.
27. Teachers promote pupils' bilingual skills well through the use of incidental Welsh through the day. *Y Cwricwlwm Cymreig* is integrated well into subjects and promotes pupils' understanding of the language and culture of Wales.
28. The school successfully develops pupils' understanding of sustainable development of the world's resources. Work-related education is good and is appropriate for pupils' ages. Pupils' entrepreneurial (mini-business) skills are not as well developed.

29. The quality of care, educational support and personal guidance for pupils is good with outstanding features. The school works closely with other organisations to ensure that pupils are well cared for. The school keeps a close watch on pupils' attendance and punctuality.
30. The school ensures that all pupils are equally valued and that they are treated with respect and understanding. There are good procedures for promoting equality and the well-being, health and safety of pupils.
31. Pupils in Year 3 settle well. Before they leave, there are good arrangements for Year 6 pupils to experience their secondary schools.
32. The provision for pupils with additional learning needs is comprehensive and very well organised. The school complies with the WAG's framework for inclusive education and with the Special Educational Needs (SEN) Code of Practice. Pupils are identified early, receive good support and make good progress towards targets set in their individual education plans. (IEPs)
33. Reports to parents about their children's progress meet statutory requirements. They do not provide enough detailed information about what pupils do well and need to improve.

Leadership and management

34. The quality of leadership and management has good features and no important shortcomings. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote good standards in the school's work. The headteacher provides strong leadership. There is a sense of purpose and direction for the work of the school.
35. Subject leaders are effective. For example, there has been very good improvement in the school's teaching of information technology (IT) and Welsh because staff have received much training and support. However, teachers do not have enough opportunities to see each other teach and to learn from each other's good practice.
36. The governing body is highly supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction and they question what the school does constructively. Some governors make a substantial and valuable contribution to the school's work.
37. The school's capacity to evaluate its work has good features and no important shortcomings. The self-evaluation report clearly identifies strengths and areas for further improvement. The school development plan (SDP), which though limited to one year in scope, is an effective and useful working document.
38. The use of resources has good features, some of them outstanding. The overall provision for staffing, accommodation and learning resources is very

good and has a beneficial impact on pupils' standards of achievement. Pupils are very well supported by qualified and experienced staff who are effectively deployed. Staff and pupils make effective use of all available books, materials and equipment.

39. The school has very good accommodation for the number of pupils on roll. Good use is made of all available space to provide a purposeful working environment for pupils. Classrooms and the large shared areas are enhanced by good quality displays, which support pupils' learning.
40. Resources are managed very efficiently. Budget planning reinforces the aims of the school, ensuring good value for money.
41. The school has made good progress with the key issues identified during the previous inspection. Progress with improving Welsh language work and IT has been very good.

Recommendations

- R1 Improve the monitoring of the school's work so that teachers share good practice more regularly.
- R2 Develop a system for recording what pupils know, understand and can do in all subjects.
- R3 Include more about what pupils are good at and need to improve in reports to parents about their children's progress.
- R4 Develop pupils' entrepreneurial skills.

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 2 Good features and no important shortcomings.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	13%	63%	24%	0	0

42. The inspection team agrees with school's self-evaluation. Pupils' standards of achievement in lessons are above the Welsh Assembly Government's (WAG's) targets, which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50 per cent to achieve grade 2.

43. Six subjects were inspected; the standards of achievement are as follows:

Subject	Key Stage 2
Welsh second language	2
English	2
Mathematics	2
Information technology	2
Geography	2
Physical Education	2

44. Pupils' standards of achievement are good with no important shortcomings. There is good consistency in standards between subjects. The good features in the six subjects are the result of good leadership and management of those subjects. Welsh and IT standards have improved greatly since the last inspection.

45. Pupils enter the school in Year 3 with attainments that meet national standards. The 2005 National Curriculum (NC) assessment results indicated that standards achieved by Year 6 pupils in the core subjects of English, mathematics and science were above local and national averages. Eighty per cent of pupils gained the nationally expected Level 4 in all three core subjects. This result was higher than the 2004 national average of 72 per cent. The school 'adds value' to pupils therefore. Their progress is good.

46. Pupils' standards of achievement and progress in key skills are good. Standards achieved in speaking and listening and reading and writing in subjects are good. Pupils' use of numeracy skills in subjects, such as geography, is good. Pupils' use of a range of information technology (IT) to support learning in other subjects is good. Pupils' standards in problem solving in geography are improving because the curriculum has been improved.

47. Pupils' bilingual skills have improved very significantly since the last inspection and are now good. They hold sustained discussions with each other and their teachers in Welsh lessons and incidentally through all subjects.
48. Although there are variations year to year, boys and girls achieve similarly. Pupils from ethnic minorities also make good progress because there are equal opportunities for all pupils.
49. When compared with similar schools locally and nationally, based on pupils' entitlement to free school meals, the school performs better than most schools in this group. The proportions of pupils who leave with Level 5 results (which is above the Level 4 standard expected at the end of Year 6) are slightly higher than the national averages. Pupils make good progress towards fulfilling their potential and in meeting their targets. Trends in pupils' results show a continuous improvement overall year on year.
50. Pupils with special educational needs (SEN) make good progress and usually reach the targets they have to complete. Many pupils reach the national standards at the end of Year 6.
51. Teachers mark pupils' work with care and show pupils what they need to do to improve. Pupils know how well they are getting on. They make good progress with their learning. Gifted and talented pupils make good progress overall and achieve particularly well in physical education and music.
52. Pupils' attitudes to their learning, the interest they display in their work, perseverance and their ability to concentrate are good. They often work hard at their tasks and take a pride in the way they present their work, which leads to their good standards of achievement.
53. Pupils' good behaviour, both in and around the school contributes well to their progress and development. Pupils throughout the school are courteous, considerate and interact well with each other, with teachers and with visitors. Pupils willingly take on additional responsibilities. Older children act as prefects watching children at play, monitoring doors and ensuring a safe passage into school from the playground.
54. Pupils understand the school rules and the values the school encourages. Class teachers are good role models and address any signs of inappropriate behaviour at an early stage. No incidents of bullying or any form of harassment were observed during the inspection and pupils and parents say that such incidents are rare, but if it does happen, the school staff deal with it promptly and firmly. Two boys were temporarily excluded in the last 12 months.
55. Attendance is good. In the three terms prior to the inspection, average attendance rates were above 94 per cent. This compares favourably with local and national attendance figures. Unauthorised absence is low. With

few exceptions pupils are punctual and lessons begin on time. The school takes appropriate account of WAG Circular 3/99.

56. Pupils settle to their tasks quickly and are well involved in their work. They have good attitudes towards learning. They are respectful to their fellow pupils and to all adults, listening and responding appropriately to instructions. Pupils develop the capacity to work independently adequately. This is an area identified by the school for improvement. The school wants to give pupils more opportunities to discuss and take responsibility for their own learning
57. Pupils make good progress in their personal, social, moral and wider development. They help to devise their own classroom rules and become involved in wider school issues through the work of the School Council. Through such activities and through working in pairs or groups in classes, most pupils readily consider the views of others and seek to resolve problems fairly.
58. Through the stories they read, lessons in religious education and history, and discussions in time set aside for this, pupils develop a good understanding of the diversity of people, and the range of cultural and social traditions in modern society.
59. A strong sense of community is evident in the school and this is well enhanced by whole school activities, such as collective worship. The School Council gives pupils a good opportunity to be involved in decision-making. Older children display a mature attitude in formally running these council meetings and representatives from all classes play their part. The School Council has benefited from a visit to the County Council chambers where they met the deputy Mayor and gained an insight into the running of the county borough. Visits and visitors contribute effectively to pupils' development, their sense of community and their understanding of the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

60. Lesson observations showed that teaching during the inspection was:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	57%	23%	0%	0%

61. The findings of the inspection team match the grade in the school's self-evaluation report. The overall quality of teaching is higher than the WAG's targets.

62. In many lessons, pupils are challenged by the work set and are stimulated by what teachers say. In literacy lessons, teachers model reading very well, using dramatic expression to engage the listener and linking reading with spelling very effectively. This has had a very positive impact on pupils' attitudes to reading and on spelling.
63. Relationships are very good. Teachers have high expectations for pupils' behaviour and manage any incidents firmly and fairly. Teachers provide constructive and positive reinforcement for pupils. In some classes and year groups the marking of work is particularly good because comments not only encourage and motivate pupils but also indicate clearly how they can improve the quality and accuracy of their work.
64. Teachers have good knowledge of the subjects and areas of learning they teach and they are familiar with recent developments. In some subjects there is a high level of teaching expertise and this is shared very effectively to the benefit of all pupils. Physical education and music are particularly good examples of this. In other subjects, such as IT, teaching staff with greater subject expertise teach the classes of their less confident colleagues. This creates a stimulating environment for learning and pupils achieve good and sometimes very good standards.
65. Lesson planning is generally clear and provides sufficient information to ensure that lessons proceed effectively. The effective support staff are well deployed. Occasionally in mathematics and English lessons, teachers do not always match the work well enough to pupils of all abilities. At times, some teachers spend too long explaining or introducing activities and some of these activities do not build well on previous work. As a result, the pace of learning is too slow and pupils do not make sufficient progress. However this is not common and pupils make good progress overall.
66. Teachers use a very good range of teaching techniques to help pupils' learn. A good example of this is when they use interactive whiteboards to bring the lessons alive in geography and mathematics. In most subjects teachers effectively stimulate pupils' interest and challenge them to achieve well. In the best lessons, teachers use a very good range of questioning styles to extend pupils' thinking and assess understanding. They make learning targets clear and communicate their expectations of what they require pupils to do. Teachers encourage those pupils that are reluctant to contribute sensitively.
67. A good variety of resources are used to support teaching and learning. Classroom assistants are well deployed to support the learning of some groups of pupils needing extra encouragement. Learning support staff are involved in the planning process and this ensures that they know precisely how to assist pupils to achieve well. Homework activities succeed in supporting pupils' learning.
68. All pupils are treated equally, irrespective of their race, gender or any disability. Pupils with SEN are well supported and their work is closely

monitored to ensure that they make good progress towards the targets in their individual education plans (IEPs). Racial and gender equality are actively promoted through lessons where human achievement is celebrated, such as pupils' work on heroes. In music, pupils learn about the contribution made by black musicians to the world of jazz and in assemblies the tenacity with which people overcome disabilities is also celebrated.

69. The school promotes bilingualism well. Teachers encourage the use of incidental Welsh and changing from one language to another as often as possible. The speaking and listening, and reading and writing of Welsh is well integrated into English and IT. Pupils also learn French and this adds another dimension to their understanding of bilingualism.
70. All classes contain pupils of all abilities. Pupils are allocated to classes, after consultation with the infant school, by means of careful assessment of their confidence and maturity, social groupings and gender mix. Teachers group pupils according to their needs successfully. Pupils' results are recorded and kept by individual class teachers in order to identify pupils experiencing difficulties in a particular area or to highlight teaching implications for themselves.
71. Good features of the system for assessment outweigh shortcomings. There are effective systems, such as in the core subjects of English and mathematics, which provide a clear picture of pupils' progress. Pupils' progress in most other subjects is not so well documented as in the core subjects. Pupils have a limited role in helping to set their own targets for improvement. Assessment systems are now built into schemes of work for science and mathematics, and tests are used at the end of units of work to check pupils' understanding and areas for development.
72. Samples of pupils' work, marked against the standards in the NC, provide the school with a valuable resource for assessing how well pupils are performing. The school keeps data on the progress of individual groups of pupils. It uses information from the end of Key Stage 2 assessments to identify how well boys and girls are getting on and address any shortcomings as necessary. Teachers analyse results carefully and compare these with other schools, across the county and nationally. The school does not currently use assessment data to identify strengths and weaknesses in teaching and learning.
73. Reports provide useful information to parents about their child's personal development and about what they have studied. However, they do not provide sufficient information on what children know, understand and can do. There is also no clear indication of how parents can help their child or on the next steps for their development.
74. Statutory requirements for the assessment and reporting on the NC are met.

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.

75. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
76. The school responds well to pupils' learning needs. It provides good opportunities for pupils to learn well and experience a broad and balanced curriculum. The school meets all legal requirements.
77. The schemes of work that teachers use to plan lessons build on pupils' knowledge lesson by lesson effectively. The quality of teachers' yearly planning is consistent in all the subjects inspected. Most teachers evaluate the success of their lessons in writing in their planning records.
78. Arrangements to ensure that pupils acquire key skills and apply them across the curriculum are good. For example, pupils have increasing opportunities to read and write without adult help as they move through the school. They use graphs in different subjects and this cross-subject use of mathematical techniques is well planned. The school has been awarded the Basic Skills Award, for the second time, which is a good achievement.
79. Pupils benefit from equal opportunities to take part in an exceptional range of extra-curricular activities, including various sports clubs. This is an outstanding feature of the school. An impressive number of pupils attend the school's orchestra and choir rehearsals. Mixed sporting activities are offered in conventional sports and in less popular sports. Pupils have good opportunities to visit places of interest linked with their studies in history, geography and religious education. Visitors come in to talk to pupils about their work. Greater independence and co-operation are promoted for older pupils during residential weeks.
80. The school promotes pupils' personal development, including their spiritual, moral and social and cultural development, well. It provides pupils with a strong sense of right and wrong. Pupils are encouraged to behave as responsible members of their local community and of the wider world.
81. Collective worship is of a broadly Christian nature. The schools' *Cwricwlwm Cymreig* ensures that pupils acquire knowledge and understanding of the tradition, culture and history of Wales. They visit local places of interest, for example Llancaiach Fawr and Big Pit and celebrate St David's Day. Cwmbran and the surrounding area is used imaginatively as a resource for learning and to widen the experiences offered to all pupils.
82. The arrangements for pupils' personal, social, health and citizenship, including drugs awareness and sex education are good. Provision has been enhanced by class discussions known as 'circle time' and through the

work of the School Council. The promotion of healthy eating is well developed in the school.

83. The school enjoys close partnerships with several higher education institutions and regularly provides training facilities for student teachers. Students are well supported by staff and they make a positive contribution to school life.
84. Pupils' experience of the world of work is good and is broadened through a range of activity. Occasional visits are made to commercial or industrial sites and visiting workers talk to children and demonstrate their skills. These visits and visitors help to develop pupils understanding of the world of work. Through the school's links with the Education in Business Partnership (EBP), staff development and experience has benefited from short secondments to various organisations.
85. The school works hard and successfully to promote pupils' bilingual skills. Incidental Welsh is used regularly throughout the school. This has been a focus for development and has been successful in raising standards.
86. The school is committed to ensuring all pupils have equal access to all the school has to offer regardless of background or circumstance and this is borne out in practice. Pupils confirm that whatever the occasion, be it involvement in the school orchestra, sports and games, clubs and extra curricular activities all pupils are encouraged and welcome to take part. The school has a positive race relations policy, which has been agreed by the governors. The school provides a happy, secure learning environment within a community where all members are valued and respected. This is a strength of the school.
87. Pupils' understanding and awareness of sustainable development and global citizenship is good and they are threaded throughout the curriculum. Pupils collect waste paper and other materials for recycling. The establishment of the school's own wild life area, though in need of some improvement, allows pupils to observe the wonders of nature and seasonal change at close quarters. A wooded area in the corner of the school's spacious and well kept grounds is used as a learning resource. Pupils are taught about the importance of environmental issues, such as energy conservation and the choice of project work often lends itself well to sustainability. Facilities are provided in the school grounds to keep bicycles secure in order to encourage pupils to cycle to and from school.
88. Opportunities for developing pupils' entrepreneurial skills are limited. Year 6 pupils assist in serving items from the tuck shop, but have little involvement in cashing-up or controlling the stock. Pupils have made items for the school's bring and buy sale and have helped in raising funds for the school, but there is scope for further improving this aspect of learning.
89. The school successfully lays the foundations of lifelong learning and community regeneration by encouraging pupils to be responsible for their

own actions and to be sympathetic to the needs of others. Qualities such as kindness, truthfulness and forgiveness are developed through 'circle time' discussions in class and assemblies.

90. Each year the school holds a remembrance service to which members of the community including many ex-servicemen attend. The school has raised considerable sums in support of charities and disaster appeals. These activities help prepare pupils for lifelong learning and community regeneration.

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

Grade 1: Good with outstanding features.

91. The findings of the inspection team match the judgement made by the school.
92. The school makes very effective use of the support services that are available to the school. Education welfare services are consulted as and when required and are used most effectively to help pupils.
93. The school has a good partnership with parents and carers. Parents say that their children are very well supported. They are kept well informed of events in school through newsletters. Formal parent-teacher consultations occur twice yearly and at other times by arrangement. Some parents mentioned that they would like more informative reports on their children's progress. The inspection team agrees and has made this a recommendation. Informal contact with staff occurs daily. A governors' report is issued annually and a meeting is arranged for parents to discuss its content. The school has in place a clear home-school agreement.
94. Most pupils join the school from the neighbouring infant school. The arrangements for settling in children when they start school are good and pupils feel safe and secure in their new surroundings. In discussion, pupils who are late entrants to the school report that they settled in quickly and soon made new friends. On the playground, pupils interact well. Older pupils care for younger children in a very caring fashion. Arrangements for transferring pupils to nearby secondary schools are effective and ensure a smooth transition.
95. The provision for the support and guidance of all learners is achieved through a carefully structured and co-ordinated programme that includes health education and the study of key life skills.
96. The monitoring of punctuality and attendance is exceptionally efficient. Attendance registers are neatly maintained, and completed in accordance with statutory requirements. The school's administration staff review registers weekly. One hundred per cent attendance is acknowledged and rewarded. Most parents co-operate by informing school if their child is

unable to attend. The Education Welfare Officer (EWO), a regular visitor, investigates any absence where there are concerns.

97. The school's provision for ensuring the healthy development, safety and well being of all pupils is very good. Staff are trained in first aid and there are good procedures for meeting the needs of pupils who are unwell or who have an accident. Pupils' contact details are regularly reviewed and updated. Safety checks are carried out on all electrical appliances and fire safety equipment is tested regularly. Evacuation drills are carried out each term. Health and safety audits are a regular feature, and risk assessments are undertaken before any educational visit takes place.
98. There are very clear procedures in place for ensuring the protection of children. The headteacher is the nominated person responsible and she ensures that staff receive regular training. Staff understand their responsibilities.
99. The provision for pupils with SEN is very well organised and fully complies with the national Code of Practice. The headteacher and a senior member of staff share the role. The effectiveness of the provision is high. Many pupils reach national standards in their work and virtually all settle well into good routines. Pupils' individual IEPs and targets are set with the co-operation of all. Pupils' targets are measurable and short term, and give pupils a clear opportunity to have success. Teachers, the special educational needs co-ordinators (SENCOs), pupils, parents and learning support assistants all co-operate very well. After a formal IEP is drawn up with parents' consent, pupils receive additional support, for example, in small groups for mathematics or English.
100. Pupils with SEN are well supported and make consistently good progress in their learning. Pupils' needs are diagnosed early, in consultation with the infant school. The SENCOs undertake the role very efficiently, liaising with and advising teachers and working well with the county learning support service. The school helps pupils with behavioural issues to integrate into mainstream effectively. Pupils with disabilities are included fully in the life of the school.
101. The school recognises the diversity of children's backgrounds and all pupils are treated equally, with dignity and respect. The good practice observed is actively supported by policies that are monitored and reviewed regularly. All pupils, whatever their background have full and equal access to a broad curriculum and other activities, including musical and sporting clubs.
102. The school has very effective measures in place to actively promote gender equality and is successful in challenging stereotypes in pupils' choices and expectations. The school ensures that all pupils have equal opportunity to participate in all school activities.

103. The promotion of good race relations is threaded through the curriculum. Music and dance of other cultures are enjoyed by pupils and help to promote tolerance and understanding.
104. The school's arrangements for dealing with any oppressive behaviour, bullying and harassment are very good and effective. In discussion, pupils indicate that bullying is extremely rare, and that teachers deal very promptly and effectively with any concerns brought to their attention.
105. The school is aware of the statutory requirements regarding provision for disabled pupils and adults, and the school has suitable accessibility plans to ensure that at any time disabled learners receive equal access to the curriculum. Careful and comprehensive risk assessments are carried out for the main activities in the school, including educational visits and pupils' use of resources.
106. The school had good effective measures in place to actively recognise and respect diversity. Pupils who are identified as having SEN are well included in the life of the school. The school knows its pupils well. There are good relations between staff and pupils and between pupils throughout the school. Respect for diversity is apparent in the curriculum where the importance of respect and tolerance is emphasised.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

107. The finding of the inspection team is one grade lower than the school's self-evaluation because teachers do not see each other's good classroom practice often enough and records of assessment in some subjects remain a recommendation.
108. The overall quality of leadership by the headteacher, staff with management responsibilities, subject co-ordinators and governors is good. The leadership of the school supports all pupils and allows them to make good progress.
109. The quality of management and leadership shown by the headteacher is very good. Her work since the last inspection has ensured that the school continues to provide good value for money. The headteacher has a strong positive presence in the school, such as when leading assemblies and acts of collective worship. There has been good measurable progress overall since the last inspection. For example, the teaching has improved. No unsatisfactory teaching was observed during this inspection.
110. The school's values, aims and objectives are in evidence in the school and there is a sense of pulling together to improve the school further. Although

the headteacher carries much of the leadership and senior management role herself, she has identified the need to further delegate duties this year, in keeping with the review of senior teachers' roles expected of all schools. The deputy headteacher and senior staff nevertheless work closely together and they ensure that the school's aims and targets are put into action. Most duties are spread equitably across the school staff.

111. Subject leaders have monitored the quality of work in their subjects across the school in a wide variety of ways. They make an important contribution to the efficiency of the school. Each subject co-ordinator takes account of national priorities, such as the requirement for pupils to learn about living healthily, to study a developing country or to understand what 'sustainable development' means. The non-contact time arrangements for teachers are working well at this early stage of the year.
112. The management of staff performance is good. Teachers attend relevant courses that match well with their responsibilities and they share this information at appropriate times with all the staff. The school has correctly identified the use of IT and a revised staffing structure as areas for development. Teachers are carrying out well-informed plans to improve the provision the school makes for subjects.
113. Development planning meets the needs of the school and the pupils within it. There is a sense of cohesion. The SDP is well focused on the needs of pupils and the school.
114. The governing body helps the headteacher set the direction for the school effectively each year. Governors make good suggestions that are adopted as school policy. The chair of governors and experienced governors know many of the strengths and points for development of the school. They have ensured that the school meets legal requirements most effectively. The building accessibility/asset plan written by a governor is exemplary. The governing body looks closely at the quality of provision and asks pertinent questions about what is happening. The governing body sees first-hand evidence of the school's good work, which is good practice.

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team match the judgements made by the school in its self-evaluation report. The headteacher and staff are very committed to raising standards further and in strengthening the positive relationships within the community.
116. The process of self-evaluation is good and has developed well over the last three years to influence nearly all aspects of school life. Pupils' good progress is the result of the consistent attention to school improvement.

The headteacher has carried out an effective programme of checks on the school's work, including visits to see teachers teach.

117. However, this important activity has not been extended to subject co-ordinators to the same degree. The work of teachers is not reviewed consistently in all subjects and the sharing of good practice, teacher with teacher, is underdeveloped. Subject co-ordinators have a good grasp of the work of the school in all other areas. For example, they check lesson planning and ensure the NC is taught when expected in each year.
118. The views of governors, parents and staff are gathered effectively through questionnaires and meetings and are used effectively alongside those of the staff to guide the work of the school.
119. The governing body is kept up to date about the progress the school is making towards the targets it is setting for itself. There are good procedures for governors, the headteacher and staff to review the progress of initiatives the school is pursuing in meetings.
120. The SDP is detailed and accurately focused on the needs of the school. It contains targets, clear success criteria and the costs of initiatives for one year ahead and the past two to three years. The SDP does not extend for a further three years because the school is waiting to incorporate the latest changes expected from the WAG and the local education authority (LEA). It is very well used to link the school's budget to its educational needs. The self-evaluation document is well matched to the SDP.
121. The inspection team agrees with the school's identification of its strengths and areas for improvement. The school has made good progress since the last inspection, particularly in addressing shortcomings in standards identified in the subject reports. For example, standards of achievement in Welsh second language and IT are now good, which is a major improvement. Systems for improving the records of pupils' knowledge, skills and understanding in some subjects have not received the same attention.

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

Grade 1: Good with outstanding features.

122. The findings of the inspection team match the judgements made by the school in its self-evaluation report. Staffing levels, accommodation and learning resources are very good overall and are efficiently managed to achieve good value for money.
123. There are sufficient qualified, specialist and experienced teaching and support staff, and these are appropriately deployed to benefit pupils' learning. The school uses outstanding specialist teaching in physical education and music to improve pupils' standards.

124. Teachers' skills develop well through performance management, in-school training and from attending training courses elsewhere. All staff have trained to use the interactive whiteboards and the Internet. Support staff take part in lesson planning and are trained in basic skills support and diagnostic assessment. There is very good support for pupils with special educational needs.
125. The school is well resourced with a good range of equipment that assists teaching and promotes effective learning. Teachers correctly match resources to the educational context, age and ability of pupils and often use teaching aids imaginatively to stimulate learning.
126. Pupils' development in physical education particularly benefits from an outstanding variety of high quality sports equipment. Pupils' learning in music is also enhanced through a good range of musical instruments. The new IT suite and interactive whiteboards in classrooms have already had a positive impact on the quality of pupils' learning.
127. The school is situated in extensive and very attractive grounds that are very well maintained and are an outstanding feature of the school. The grounds are used effectively to promote pupils' aesthetic appreciation and stewardship of the natural environment. Pupils use the grounds creatively for recreation, organised games and sport, geography and environmental studies. The outstanding MUGA (multi-use games area) provides all weather playing surfaces for pupils. Community groups use this facility which fosters positive links with people locally.
128. The school makes exceptional use of its friendships in the local community.
129. The school building is very well maintained and the new re-cladding and double-glazing has greatly improved both its appearance and function. The caretaker ensures that the school is very clean and tidy and provides a safe, pleasant working environment for staff and pupils. Classrooms and common areas are decorated with attractive displays of pupils' work and this makes the school a stimulating place for pupils to learn.
130. At the time of the last inspection, the library, music and IT facilities were inconveniently sited. The newly constructed connecting corridor allows the new demountable classroom to become part of the main school and this is a helpful addition. The dual function of this as a library and music room provides pupils with a small reading and study area.
131. The school clerk discharges her duties efficiently and effectively. She ensures that communication systems are successful, stocks and resources are replenished as necessary and pupil records are accurately maintained. This ensures the smooth running of the school and enables teachers to concentrate on teaching and pupils to concentrate on learning.
132. The school uses the local area very well to promote learning and provide enhanced experiences for pupils. They visit the National Assembly,

Llancaiach Fawr, Usk Farm, St Woolos Cathedral, St Fagans, Big Pit, the ironworks and World War 2 Experience and this helps pupils to see themselves in context as part of a local community, Wales and the wider world.

133. Finances are managed exceptionally efficiently. Budget planning reinforces the aims of the school. The school is adept at securing extra funding from a number of other sources. The school matches resources very well to priorities identified in the school development plan. Plans are reviewed regularly to ensure value for money. The school complies with the recommendations of its most recent financial audit. The school offers a good quality curriculum that enables pupils to make good progress and achieve good standards. The school continues to provide good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

Grade 2: Good features and no important shortcomings.

Good features

134. Pupils demonstrate positive attitudes to learning Welsh. They have good opportunities to use the language incidentally during the day in all classes. When teachers speak Welsh they are good role models of the language, which leads to pupils' good standards. Pupils listen well, both to their teachers and to each other.
135. Year 3 pupils confidently ask and answer questions using a range of sentence patterns previously learnt. They use the affirmative and negative well. Most pupils know numbers to twenty. They competently pose questions for a questionnaire on the class topic, and use positional language confidently. They read simple sentences from the story presented on the interactive whiteboard. They know the names of the animal characters in the story. Most pupils write sentences with the help of prompt cards effectively. More able pupils write confidently without any support.
136. Year 4 pupils use familiar patterns in a new situation well. They use completed sentences to create an interesting dialogue. They tell the time using the hour and the half hour. They know the vocabulary associated with Christmas.
137. Older pupils in Years 5 and 6 are comfortable with the language. They understand a wide range of questions in Welsh and give the correct answers. They speak spontaneously about well-known celebrities. They use the affirmative and the negative and the present and past tenses successfully. They confidently construct a paragraph detailing events in the past tense.

138. By the end of Year 6, pupils read clearly and understand a story about a local legend that is displayed on the whiteboard. They read individually and as a class. They have good pronunciation and intonation.

Shortcomings

139. There are no important shortcomings.

English

Grade 2: Good features and no important shortcomings.

Good and features

140. Pupils make good progress in speaking in a range of situations. In lessons, pupils respond clearly to questions and take an active part in discussions, using an appropriate range of vocabulary.
141. Pupils in Year 4 begin to create extended sentences when working orally with an adult. They dramatise their speech engagingly when they role-play in front of their classmates during a literacy session.
142. Pupils in Year 5 know that different types of speech are more appropriate for some situations. They know that talking to friends requires a different form from giving a presentation. Most pupils in Year 5 speak confidently with adults and with each other. Higher attaining pupils sustain a sophisticated conversation with their peers on the relative merits of books over films and recommend these to each other.
143. Pupils' listening skills are good and they concentrate well. They listen carefully to instructions from their teachers and politely to their friends. They are avid listeners to stories and respond well to questions, showing a good level of understanding and thoughtful reflection.
144. Pupils in all year groups have very positive attitudes to reading and many read for pleasure. They see books, magazines, newspapers and the Internet as an important part of everyday life and a rich source of both information and enjoyment. Pupils discuss the content of the books they read and describe the characters and events. Pupils of all abilities achieve well in reading and develop very good reading habits. In school they particularly enjoy guided group reading and reading all together from a large text. Through regular practice they improve the fluency and accuracy of their reading and develop very good expression.
145. Pupils in Year 3 develop a good understanding of the sounds of letters and most use this skill confidently when tackling unfamiliar words. They read with dramatic expression in their 'Big Book' sessions and explore different ways in which characters might speak. They know short and long vowel

sounds and explain when to drop the 'e' at the end of words. Pupils know which words are verbs.

146. Pupils in Year 4 compare different types of texts well and describe some of the features of traditional tales. They read information texts and explain the difference between fact and fiction accurately. Pupils scan a text for key words that will help them identify facts about beans successfully.
147. Pupils in Year 5 read plays and poetry enthusiastically. They discuss dramatic effects in play scripts and explore the way in which characters react. They remember different poems that they have read and explain why they like particular poets. They speak knowledgeably about similes.
148. Pupils in Year 6 know that a prologue sometimes introduces a story. They study mythology through their literacy sessions and compare the differences between myths and legends well. They recognise alliteration and realise that this can produce a dramatic effect. They understand colloquial speech in the books they read. They know that some expressions cannot be taken literally and that words may have dual meanings.
149. Pupils write in different styles for a broad range of purposes that include poetry, play scripts, character studies and instructions. They understand the importance of organising and planning their work effectively.
150. Pupils use individual spelling journals effectively to record and practice words they misspell. They use mnemonics and 'clap' syllables in words. This helps them not only develop a secure understanding of spelling patterns they need when writing in school, but in developing effective spelling strategies for life.
151. Pupils in Year 4 notice paragraphs in a piece of writing and begin to realise that related information is grouped in this way. Pupils plan their own work carefully before they write by organising their ideas into a word bank. They know that an adjective describes a noun and gives further information to the reader. Some higher attaining pupils explain the difference between adjectives and adverbs clearly.
152. Pupils in Year 5 work collaboratively in groups to write good short play scripts; they do this very well and create dramatic effects using adverbs to convey stage directions. They evaluate each other's work with sensitivity and maturity.
153. Pupils in Year 6 write good descriptions of real heroes, imaginary heroes and their own personal heroes. They give good reasons for their choices. This work contributes very effectively to pupils' personal development. Pupils develop a good handwriting style by the end of Year 6. Presentation of work improves as pupils grow older.

Shortcomings

- 154. Pupils in Year 3 do not consistently join their handwriting and letter formation is often immature. As a result, sometimes work in English and in other subjects is poorly presented.
- 155. Pupils' library skills are not well developed because the library is small.

Mathematics

Grade 2: Good features and no important shortcomings.

Good features

- 156. Pupils of all abilities, including those with special educational needs, make good progress. In mental mathematics sessions, pupils respond with enthusiasm and succeed to a large extent to give correct answers to the teachers' questions. Pupils use mathematical terms confidently and correctly.
- 157. Most Year 3 pupils competently mentally add or subtract two two-digit numbers and take any number to 10 from a two-digit number by counting backwards. They recognise fractions and use them to find parts of shapes and numbers.
- 158. They use units of time well and know the relationship between them. They know and use the relationships between familiar units of weight. They make good estimates of different lengths in centimetres, metres and kilometres.
- 159. Pupils use the mathematical names for common two-dimensional and three-dimensional shapes, sort them and describe some of their features. They use mathematical vocabulary to describe position, direction and movement correctly. They know the eight points of the compass.
- 160. Year 4 pupils competently choose different ways of calculating to solve problems. They know all the pairs of numbers that make 9, 10 and 11. Most pupils mentally add four digits and more able pupils add five two-digit numbers. They competently change a length from metres to centimetres, a weight from kilograms to grams and a sum of money from pounds to pence.
- 161. Year 5 pupils use appropriate operations to solve word problems, explaining their methods and reasoning. They competently double two-digit numbers up to 99. They can double or halve a two-digit number well and sensibly check their answer with a calculator.
- 162. Pupils tally confidently and complete a frequency table. They transfer the information successfully to construct a bar-line graph. They know and

confidently use the vocabulary associated with the topic. More able pupils create 5 sensible questions about their graph.

163. Year 6 pupils begin to understand how to create a 'grouped frequency table.' They sensibly discuss the completed graph and how the numbers are distributed. Most pupils complete their own frequency tables and transfer the data to a bar graph successfully. They see the connection between their information and the collection of information in real life situations. Most pupils successfully read and plot co-ordinates in all 4 quadrants.
164. By the end of the key stage pupils reduce a fraction to its simplest form by cancelling common factors successfully. They recognise decimals and percentages and find percentages of a number or a sum of money.
165. More able pupils solve problems using ratio to calculate amounts. They write the proportion as a fraction in its simplest form, understand ratio as a way of comparing parts to parts and can solve simple problems involving ratio and proportion. Pupils identify and use the appropriate operations to solve word problems and quantities and explain their methods and reasoning.

Shortcomings

166. There are no important shortcomings.

Information technology (IT)

Grade 2: Good features and no important shortcomings.

Good features

167. Pupils use IT with growing competence. They handle and display information well and make decisions effectively in response to programs. They work on a good variety of interesting activities to develop their skills.
168. Pupils in all years are eager to develop their IT skills. They cooperate effectively with their 'IT Buddy' and work productively in the IT suite. Pupils of all ages and abilities use computers responsibly. They have a sensible attitude to IT and a good understanding of the need for security.
169. Pupils work with adult support to develop interesting materials for the school website. They further develop their knowledge and understanding of the uses of IT through their experiences of interactive whiteboards, projectors, digital cameras and audio-video technology.
170. Pupils in Year 3 know their password and quickly log onto the computers, locating their files efficiently. They use a control program and accurately type instructions for an on-screen 'turtle' to move in the required direction

and turn correctly. They successfully instruct the turtle to draw mathematical shapes and quickly make the connection between this and their work on properties of shapes in mathematics.

171. Pupils in Year 4 make good progress and build incrementally on previously learned skills. They resize images and 'copy' and 'paste' designs to create repeating patterns. Pupils organise their own work very well, accurately locating and transferring files to their own folders. They highlight, cut and paste text with good control and growing confidence to group facts and organise information. They change the types of letters, their style, size and colour appropriately to suit their task.
172. Pupils in Year 5 create good interactive books for young children. They load a background; create a new page and change objects, numbers and text. They follow instructions carefully, and successfully make the text box transparent. Some pupils locate the appropriate command 'icon' and select correctly from a range of options to create button links to the next page.
173. Pupils in Year 6 confidently use a 'search engine' to obtain information from the Internet. They create a presentation on their favourite character and import images from the Internet. They successfully begin to create buttons to link to information websites. Pupils in Year 6 competently construct a pie chart using Excel and add information to illustrate how they spend their day. Higher attaining pupils are very proficient in using Excel and independently discover how to label their work so that they show information to best effect.
174. Pupils make good progress in IT and begin to apply the skills they learn effectively to support their learning in other subjects. In some classes and year groups, pupils do this very well. During literacy lessons, for example, pupils in Year 4 used a laptop to highlight and the drag words of two, three and four syllables into the correct column and display their work clearly on an interactive whiteboard.

Shortcoming

175. There are no important shortcomings.

Geography

Grade 2: Good features and no important shortcomings.

Good features

176. Pupils in all years show considerable interest and enjoyment of the subject in their work. Pupils extract and record pertinent information from a variety of sources, such as books, photographs, videos, pictures, town plans and road maps.

177. In Year 3, pupils know the four countries of the United Kingdom. They know where Newport is and draw accurate plan views of, for example, their trays and classrooms.
178. In Year 4, pupils make good progress in their understanding of changes in the local area. They begin to appreciate the idea of change over time and how Coed Eva can be improved now.
179. Pupils have made a good study comparing the climate in the United Kingdom with St. Lucia in the Caribbean. They draw comparisons between the two areas and decide which features are similar and which are different. Pupils consider some aspects of whether developments in some parts of the world are sustainable. Pupils develop a good range of key skills in geography. For example, they understand maps of St. Lucia about how the land is used.
180. Pupils in Year 5 have a good understanding of the features of the River Usk. Pupils understand the links between oblique views of places and the corresponding 'bird's-eye view' map. The school is developing a more investigative curriculum which is improving pupils' problem solving skills. Pupils used their mathematics well when they measured the flow of water across the width of a river. Pupils have made accurate graphs using computers to show the relative lengths of the longest rivers in the world.
181. Pupils in Year 6 acquire an increasing vocabulary of geographical terms. Their ability to recall and use correct geographical words with precision is present in their work about coasts. They have a good understanding of how the hardness of rock affects the erosion of cliffs because they have visited Barry and experimented with simulated 'cliffs' in class.
182. In Year 6, older pupils have a good understanding of the relevance of geography to environmental and social issues. They successfully compare life in Wales with life in Uganda.

Shortcoming

183. Older pupils' knowledge of Ordnance Survey maps is limited.

Physical education

Grade 2: Good features and no important shortcomings.

Good features

184. Pupils understand the need for warm-up and warm-down activities. Pupils of all ages show that they can evaluate their work well. Pupils have good attitudes to physical education, which means that they try hard to improve what they do and therefore make good progress. Pupils listen attentively to

instructions and are well behaved in lessons. They collaborate very well in paired and group work.

185. The scheme of work includes all the elements of physical education required in the NC. Pupils benefit from being taught by enthusiastic teachers who have the support of expert subject leaders who advise and provide ideas for teachers to use.
186. In Year 3, pupils improve how well they pass and catch a rugby ball with a partner. In a gymnastics lesson, pupils improved the quality of their movement sequences and they sustained their concentration well throughout the lesson.
187. Pupils in Year 4 reach a good standard in dance. In the lesson observed, they remembered quite long sequences of actions and the whole class moved in time to the music. Pupils worked hard during their dance lesson and took part enthusiastically.
188. Pupils develop good football skills in Year 5. Most pass, head and strike a football successfully. They soon grasp the main tactics of the game and apply them effectively.
189. Pupils with special needs are very well integrated in lessons and make good progress.
190. In Year 6 pupils' standards of achievement are good in jumping skills. They perform a wide range of jumps and seek to beat their personal best scores during lessons.
191. Pupils develop their skills well in competitive games. Many take part in local tournaments in a wide range of sports, including rugby, football and hockey. The curriculum is very well enhanced by after school clubs and in school, such as golf and lacrosse, which is an important reason why standards of achievement are good by the end of Year 6.
192. Pupils make good progress with swimming and by the end of Year 5 most pupils can swim 25m. Those who cannot swim gain confidence and make steady progress.
193. Pupils also make good progress with outdoor and adventurous activities. Pupils attend residential courses and, for example, learn to enjoy wide-open spaces and stay safe.
194. The most talented pupils have very good opportunities to further develop their skills. Several pupils over the last few years have reached high standards and have represented the region in, for example, rugby teams.

Shortcomings

195. There are no important shortcomings.

School's response to the inspection

The Governors and staff have received the outcomes of the inspection with a great deal of pleasure. We are delighted that the findings acknowledge that Coed Eva is a good school that has made significant progress since the last inspection.

Our self-evaluation processes have proved sound and the inspection team have confirmed our judgements in the main.

We are pleased that the team found that the standards of achievement and quality of teaching are higher than WAG targets and that SEN pupils achieve well, many achieving national standards. Additionally, we were delighted that aspects of our care, guidance and support for pupils were judged outstanding as is our efficiency in using resources.

Our pupils' good behaviour, courtesy and interaction have always been a source of pride and we were pleased the team saw evidence of this aspect of our school during the inspection.

We will produce an action plan to address the recommendations within the report, some of which are already identified in our self-evaluation report and School Strategic Plan. Additionally we will continue to monitor and evaluate the good aspects of the findings to further raise standards from good to very good.

Governors and staff of Coed Eva Junior School express their thanks to the Inspection team for their thoroughness, professionalism and sensitivity during the inspection.

Appendix A

Basic information about the school

Name of school	Coed Eva Junior
School type	Community
Age-range of pupils	7-11 years
Address of school	Teynes Coed Eva Cwmbran
Post-code	NP44 4TG
Telephone number	01633 484131

Headteacher	Mrs. D. Embrey
Date of appointment	September 1991
Chair of governors	Mr. P. Friswell
Registered inspector	Mr. R. Fry
Dates of inspection	10-13 October 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	77	76	73	85	311

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	2	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	0
Pupil: adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2005	0	0	95.1	95.1
Autumn 2004	0	0	95.3	95.3
Summer 2004	0	0	92.7	92.7

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	2

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		83			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	2	4	12	48	34	0
		National*	1	0	0	0	1	5	16	46	30	0
Mathematics	Teacher assessment	School	0	0	0	0	2	4	9	48	38	0
		National*	1	0	0	0	1	3	17	46	31	0
Science	Teacher assessment	School	0	0	0	0	0	1	5	52	41	0
		National*	0	0	0	0	0	1	11	50	37	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	80	In the school	N/A
In Wales	72	In Wales	N/A

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

*National averages refer to results in 2004

In 2005 it was no longer compulsory for junior schools to set national tests/tasks.

Appendix D

Evidence base of the inspection

A team of four inspectors and the school's nominee spent twelve inspection days at the school.

Before the inspection:

- Meetings were held with the headteacher and staff, the governing body and parents; 8 parents attended the pre-inspection meeting.
- Questionnaires were distributed to all parents and the 63 completed questionnaires were analysed; the inspection team took note of the results.
- The school's documentation was scrutinised.

During the inspection:

- Forty lessons or parts of lessons were observed. Lessons were observed across all age groups.
- Other observations included acts of collective worship, playtimes, clubs and registrations.
- Discussions were held with the headteacher, class teachers and teaching assistants about their roles and responsibilities.
- Discussions were held with pupils about aspects of their work and life in school;
- Inspectors heard a representative sample of pupils read.
- A scrutiny of a sample of pupils' work from each year group was undertaken as well as work in classrooms and on display around the school.

After the inspection:

- Meetings were held with the headteacher, the staff and the governing body to provide oral feedback about the findings of the inspection.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. R. Fry (Registered Inspector)	Geography Physical Education Key questions 1, 5 and contributions to others.
Mrs. J. Marsden (Team Inspector)	English Information Technology Key questions 2, 7 and contributions to others.
Mrs. H. Smith (Team Inspector)	Welsh second language Mathematics Key questions 3, 6 and contributions to others.
Mr. C. Brentnall (Lay Inspector)	Key question 3, 4 and contributions to others.
Mrs. D. Embrey (Nominee)	Assisted the team with finding evidence, attended all meetings.

Acknowledgement

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

Contractor:

Lincolnshire Inspection Team
37 Park Drive
Grimsby
North East Lincolnshire
DN32 0EG

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

**Coed Eva Junior School
Teynes
Coed Eva
Cwmbran
NP44 4TG**

A Summary Report for Parents

School Number: 678 2240

Date of Inspection: 10-13 October 2005

by

**Mr. R. Fry
W216/78913**

Date: 23rd November 2005

Under Estyn contract number: T/074/05P

© Crown Copyright 2005

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Basic information about the school

Name of school	Coed Eva Junior
School type	Community
Age-range of pupils	7-11 years
Address of school	Teynes Coed Eva Cwmbran
Post-code	NP44 4TG
Telephone number	01633 484131

Headteacher	Mrs. D. Embrey
Date of appointment	September 1991
Chair of governors	Mr. P. Friswell
Registered inspector	Mr. R. Fry
Dates of inspection	10-13 October 2005

Coed Eva Junior School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Coed Eva Junior School** took place between 10 and 13 October 2005. An independent team of inspectors, led by Mr. R. Fry 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements 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 sections.

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

For full inspections, there are also reports in all subjects.

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

This school received a standard 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Summary

1. Coed Eva Junior is a school where pupils make good progress and achieve well. The inspection team agrees with most of the judgements made by the school about the standards pupils achieve and in other areas of its work. Coed Eva Junior continues to provide good value for money.

Table of grades awarded

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

Standards of achievement

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	13%	63%	24%	0%	0%

2. Pupils' standards of achievement in lessons are above the Welsh Assembly Government's (WAG's) targets, which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50 per cent to achieve grade 2.
3. Six subjects were inspected; the standards of achievement are as follows:

Subject	Key Stage 2
Welsh second language	2
English	2
Mathematics	2
Information technology	2
Geography	2
Physical Education	2

4. Pupils' standards of achievement are good with no important shortcomings.

5. Pupils' standards and progress in achieving key skills are good. Standards achieved in speaking and listening and reading and writing in subjects are good. Pupils' use of numeracy skills in subjects, such as science, is good. Pupils' use of a range of information technology (IT) to support learning in other subjects is good.
6. Pupils' competence in using bilingual skills is good. They make good progress with learning Welsh. Talented pupils reach high standards of performance in team sports and in the orchestra. Pupils' standards achieved in personal and social education are good. They work very well with one another in classes and around the school.
7. Pupils enter the school in Year 3 with attainments that meet national standards. The 2005 National Curriculum (NC) assessment results indicated that standards achieved by Year 6 pupils in the core subjects of English, mathematics and science were above local and national averages. Eighty per cent of pupils gained the nationally expected Level 4 in the core subjects. This result was higher than the 2004 national average of 72 per cent.
8. Although there are variations year to year, boys and girls achieve similarly. Pupils from ethnic minorities also make good progress.
9. When compared with similar schools locally and nationally, based on pupils' entitlement to free school meals, the school performs better than most others in this group.
10. Pupils with special educational needs (SEN) make good progress and usually reach the targets they have to complete. Many pupils reach national standards at the end of Year 6.
11. Pupils' understanding of how well they are progressing and what they need to do to improve is developing appropriately. Pupils have some opportunities to discuss their targets for improvement. This is an area that has been identified by the school for further development.
12. Levels of attendance are good and there are effective procedures to monitor and follow up absences. Punctuality at the start of the school day and at the start of individual lessons is good. Few pupils are late for school.
13. Pupils' behaviour and attitudes to learning are good and they have a positive effect on standards achieved and the quality of life in the school. Pupils make steady progress in learning to take responsibility for their own work. There were two temporary exclusions last year.
14. Pupils make good progress in their personal, social and moral development. They have a good understanding about treating one another fairly and a respect for people who are different from them.

The quality of teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	57%	23%	0%	0%

15. The teaching has good features and no important shortcomings. The overall quality of teaching in lessons is higher than WAG's targets. Teachers have good knowledge and understanding of subjects they teach. In some subjects there is a high level of expertise, such as in physical education and music.
16. Teachers use a good range of teaching techniques to help pupils learn, such as when they use interactive whiteboards to bring lessons alive in geography and mathematics. Working relationships are very good. In some lessons, such as in mathematics, teachers occasionally do not always match the work well enough to pupils of all abilities.
17. There are effective systems that provide a clear picture of pupils' progress in some subjects such as English and mathematics. Pupils' progress in other subjects, such as physical education and geography, is not as well documented. Teachers have compiled good samples of pupils' work in many subjects to help them assess pupils' work.
18. Pupils' learning experiences have good features and no important shortcomings. The school ensures good equality of access and opportunity for all pupils and meets pupils' needs well. The school meets the requirements laid down in the NC for each of the subjects inspected.
19. The whole school planning for the teaching of key skills in a meaningful way is well organised. Pupils' learning is enhanced through a very good range of educational visits and many pupils participate in the extensive out-of-hours activities, such as football, rugby, netball and musical activities.
20. The provision for pupils' spiritual, moral, social and cultural development is good and pupils respond well to school life. They achieve good standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes to school.
21. There are effective partnerships between the school and parents, the community and with other schools in the local area.
22. Teachers promote pupils' bilingual skills well through the use of incidental Welsh through the day. *Y Cwricwlwm Cymreig* is integrated well into subjects and promotes pupils' understanding of the language and culture of Wales.
23. The school successfully develops pupils' understanding of sustainable development of the world's resources. Work-related education is good and is appropriate for pupils' ages. Pupils' entrepreneurial (mini-business) skills are not as well developed.
24. The quality of care, educational support and personal guidance for pupils is good with outstanding features. The school works closely with other organisations to

ensure that pupils are well cared for. The school keeps a close watch on pupils' attendance and punctuality.

25. The school ensures that all pupils are equally valued and that they are treated with respect and understanding. There are good procedures for promoting equality and the well-being, health and safety of pupils.
26. Pupils in Year 3 settle well. Before they leave, there are good arrangements for Year 6 pupils to experience their secondary schools.
27. The provision for pupils with additional learning needs is comprehensive and very well organised. The school complies with the WAG's framework for inclusive education and with the Special Educational Needs (SEN) Code of Practice. Pupils are identified early, receive good support and make good progress towards targets set in their individual education plans. (IEPs)
28. Reports to parents about their children's progress meet statutory requirements. They do not provide enough detailed information about what pupils do well and need to improve.

Leadership and management

29. The quality of leadership and management has good features and no important shortcomings. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote good standards in the school's work. The headteacher provides strong leadership. There is a sense of purpose and direction for the work of the school.
30. Subject leaders are effective. For example, there has been very good improvement in the school's teaching of information technology (IT) and Welsh because staff have received much training and support. However, teachers do not have enough opportunities to see each other teach and to learn from each other's good practice.
31. The governing body is highly supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction and they question what the school does constructively. Some governors make a substantial and valuable contribution to the school's work.
32. The school's capacity to evaluate its work has good features and no important shortcomings. The self-evaluation report clearly identifies strengths and areas for further improvement. The school development plan (SDP), which though limited to one year in scope, is an effective and useful working document.
33. The use of resources has good features, some of them outstanding. The overall provision for staffing, accommodation and learning resources is very good and has a beneficial impact on pupils' standards of achievement. Pupils are very well supported by qualified and experienced staff who are effectively deployed. Staff and pupils make effective use of all available books, materials and equipment.

34. The school has very good accommodation for the number of pupils on roll. Good use is made of all available space to provide a purposeful working environment for pupils. Classrooms and the large shared areas are enhanced by good quality displays, which support pupils' learning.
35. Resources are managed very efficiently. Budget planning reinforces the aims of the school, ensuring good value for money.
36. The school has made good progress with the key issues identified during the previous inspection. Progress with improving Welsh language work and IT has been very good.

Recommendations

- R1 Improve the monitoring of the school's work so that teachers share good practice more regularly.
- R2 Develop a system for recording what pupils know, understand and can do in all subjects.
- R3 Include more about what pupils are good at and need to improve in reports to parents about their children's progress.
- R4 Develop pupils' entrepreneurial skills.

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.

Acknowledgement

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