

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

A Report on the Quality of Education in

**Crindau Primary School
Ailsbury Street
Newport
NP20 5ND**

School Number: 6802004

Date of Inspection: 4th June 2007

by

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Crindau Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Crindau Primary School took place between 04/06/07 and 06/06/07. An independent team of inspectors, led by John Andrew Clark, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

The five-point scale used to represent all inspection 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 reports.

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Crindau Primary School caters for boys and girls aged 3 to 11 in the local authority (LA) of Newport. There are 256 pupils in Reception and Years 1 to 6, all of whom attend full time. In addition, sixty four children attend the Nursery on a part time basis and 7 attend full time. Twenty pupils attend two Learning Centre classes in school, for pupils with moderate learning difficulties. The school is in an area of significant social and economic disadvantage and the percentage of pupils eligible for free school meals is above both national and local averages at approximately 30 per cent. Twenty per cent of pupils in mainstream classes are identified with special educational needs. Twenty eight pupils have statements of special educational need including 17 in the unit. This is above local and national averages.
2. The majority of pupils are from White Welsh and English backgrounds and speak English as their first language. About 10 per cent of pupils speak English as an additional language and receive additional support for this. The languages spoken include Portuguese, Uzbek, Bengali, German, Serbo-Croatian, Polish, French and Arabic. No pupils are from Welsh speaking families. Three pupils are in the care of the local authority. Children's attainment on entry to the Nursery is below average and is occasionally low.
3. The school has received: The Healthy School's Award Leaf 3; Eco Schools Green Flag Award; Basic Skills, the Equality, Diversity and Achievement Award Level 1, together with other local awards such as Newport in Bloom.

The school's priorities and targets

4. The school's priorities are contained within its Vision Statement:

'To foster a lifelong love of learning and empowering learners to take a full and active role as Citizens of the World in the 21st Century.'

It aims to do this through its Mission Statement:

'We will achieve this by striving as a whole school community to *open windows on the world, open minds to learning* by offering to all our learners support, challenge and respect, within an atmosphere which is caring, healthy, accepting, stimulating and inclusive. Where good relations can be developed and high self esteem is fostered and celebrated. Whilst providing opportunities to explore the wider environment, enhancing, enriching and expanding learners' experiences and expectations; engendering a lifelong love of learning.'
5. The targets for the current cycle include: ensuring pupils with additional learning needs have equality of access; developing assessment and tracking data, raising pupils' attendance levels; further developing behaviour management strategies; and developing the teaching of Education for Sustainable Development and Global Citizenship.

Summary

6. Crindau Primary School is good with outstanding features. Excellent leadership from the headteacher and very good support from staff, governors and parents lead to high standards of achievement. The inspection team agree in full with the school's accurate self-evaluation.

Table of grades awarded

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

7. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning.
8. From their below average and occasionally low starting points when they start school, pupils make good progress in key stage 1. The results of key stage 1 (KS1) teacher assessments have been variable over the last three years. They were below the national and local averages for English and mathematics in 2006, but above average in science. This is largely explained by the high proportions of pupils with English as an additional language and special educational needs (SEN) in the year group. In comparison with similar schools, the pupils were in the top fifty per cent.
9. Standards achieved in the key stage 2 (KS2) teacher assessments in 2006 showed pupils exceeded the local authority and national averages in English, mathematics and science and in the core subject indicator (the number of pupils gaining level 4 in all three subjects). When compared to similar schools across Wales, (those with a similar percentage of pupils eligible for free school meals) the school was in the upper 25 per cent for all three subjects and for the core subject indicator. This is the case both with and without the pupils from the learning centre classes removed from the calculations. Over the last three years, the school has consistently been in the top twenty five per cent in comparison with similar schools. This is an outstanding feature. The school is

particularly successful with the percentage of pupils reaching high levels in tests.

10. The pupils' progress in achieving key skills is good with outstanding features. Pupils make outstanding progress in speaking and listening, reading and information technology (IT) so that by Y6, they make high quality presentations to others. Mathematical skills are used well in several subjects, such as science and geography. A key strength is the excellent progress pupils make in problem solving and thinking skills. This not only helps their academic achievement but also their personal development and well-being as these skills equip pupils very well for later life. Bilingual skills are good overall, although opportunities are missed to promote them at times. High standards are achieved in creative development, both in music and in art.
11. The pupils with SEN, including those in the Learning Centres, make very good progress and this is an outstanding feature. Pupils who speak English as an additional language also make very good progress, especially those who are new to English.
12. Pupils' personal development, including their spiritual, moral, social and cultural development, is good with outstanding features. Pupils are very well behaved, polite and considerate to others. They have a very good understanding of the need to be tolerant of others and treat everyone equally. Pupils' attitudes to work are excellent as they are well motivated and responsive to the thoughtful teaching. They are reflective and thoughtful. They have a good understanding of the culture of Wales and of several different faiths and beliefs. Pupils have a very good understanding of healthy living and how to handle emotional experiences. Attendance is broadly average.
13. Pupils, whatever their ability or background, take an active part in school life and their attitudes to equal opportunities are positive and constructive. Boys and girls work and play very well together. The ethos of the school promotes equality and respect and, as a result, pupils demonstrate very good attitudes of fairness and respect for diversity and for the views of others.
14. From the early years, pupils are prepared well for their effective participation in the workplace and community. Pupils enjoy learning about the world of work, especially when they visit the workplace and visitors come to school to talk about their work.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	55%	6%	0%	0%

15. The overall quality of education is good with outstanding features. The quality of teaching is good with outstanding features. Compared with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005 –

6, the quality of lessons judged grade 2 or better exceeds the average of 79 per cent. The percentage of lessons judged grade 1 is very high and is an outstanding feature.

16. Excellent relationships promote very good standards of behaviour and a calm and motivating ethos. A particular strength, most notable in the very best lessons, is the way that teachers engage pupils in thinking about their own learning and encourage them to solve problems and improve their thinking skills. This has a strong impact on the learning. Very occasionally, pupils are inactive for too long and do not have enough to do.
17. An outstanding feature is the quality of teachers' questions which both challenge and support pupils. This has a very good impact on pupils in the Learning Centres and the most able. Lessons are frequently stimulating and motivating. They are well planned and based on accurate assessments of pupils' progress.
18. The outstanding curriculum is imaginative and challenging. There is very good planning for key skills and it is outstanding for thinking and problem solving skills. The curriculum fulfils statutory requirements and meets the needs of the full range of pupils well. There is a good focus on literacy, numeracy and IT. Provision for personal and social development contributes well to the school's outstanding contribution to the well-being of pupils. Their emotional needs are very well met through 'circle time' (an opportunity for pupils to discuss personal concerns and emotional issues in class) and a wide range of support systems. The range of before and after school clubs and activities to enrich pupils' learning is outstanding. The school's commitment to promoting an understanding of healthy living is very effective and is supported by the school meal service.
19. Standards of care and guidance are outstanding. There are excellent links with the local community and parents that promote this. Systems to promote the well-being and protection of pupils are very robust and carefully monitored. Good behaviour and attendance are promoted very well. Personal guidance for pupils is outstanding. It has a profound impact on the achievement of all pupils.

Leadership and management

20. Leadership and management are good with outstanding features. The clear vision of the headteacher is outstanding and she is supported by high standards of subject leadership. Subject leaders monitor all aspects of the school's provision and maintain detailed evaluations, which are used to set future priorities. The monitoring of teaching is of a very high standard, providing precise areas for teachers to improve on. The governing body has very effective systems to monitor and support the school, and they make a full contribution to the good school development plan. This is an outstanding feature. Finances are managed very well and the professional development of staff is a strength. The school provides very good value for money.

Recommendations

The school has no significant weaknesses. However, in order to maintain the high standards the headteacher, staff and governors should:

- R1 Ensure that the quality of teaching throughout the school reaches the standards of the very best;
- R2 Ensure that pupils regularly use and improve their bilingual 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 1 Good with outstanding features

21. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
22. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
23. The under-fives make outstanding progress in their personal and social development and in acquiring the key skills of speaking and listening and early reading. They achieve high standards. They make good progress in writing, numeracy and IT in their activities in the six areas of learning. Their early bilingual skills are also developing very well. They also make good progress in their problem solving and creative skills.
24. Pupils at KS1 and KS2 make outstanding progress to achieve high standards in the key skills of speaking, listening, reading and in information technology in subjects across the curriculum. Pupils listen attentively to their teachers and to each other. The standard of pupils' speaking skills is high. By Y6, pupils engage in exciting debates and make presentations involving multi-media IT skills. They express their ideas and opinions using powerful, persuasive language. Pupils' writing skills for many purposes are very well developed. They make good use of these skills in homework projects. Pupils with SEN also make very good progress in developing their key skills for reading and writing, with many pupils reaching the expected standards for their age.
25. Pupils' numeracy skills are outstanding overall, and pupils apply them confidently to measure and calculate in a variety of contexts across the curriculum.
26. The pupils' bilingual skills are good but are not always consistently used throughout lessons. However, in some classes, the pupils regularly engage in discussions with their teachers about their work and move competently between English and Welsh.
27. The results of key stage 1 teacher assessments have been variable over the last three years. They were below the national and local averages for English and mathematics in 2006 and above average in science because of high proportions of pupils with English as an additional language and SEN. In comparison with schools with a similar percentage of free school meals (benchmark data), the pupils were in the top fifty per cent. In 2005, the results were above national and local averages and in the top twenty five per cent compared with similar schools. These proportions are higher when the pupils from the Learning Centres are removed from the calculations.

28. Although KS1's performance has not improved consistently, the pupils have always attained the challenging targets expected of them. Girls' attainment in 2006 was higher than boys', although there is no particularly pattern over time.
29. The end of KS2 teacher assessments in 2006 showed that pupils exceeded local authority and national averages in English, mathematics and science, and the core subject indicator (the number of pupils gaining level 4 in all three subjects). When compared to similar school across Wales, the school is in the upper 25 per cent for all three subjects and for the core subject indicator. This is the case both with and without the pupils from the learning centres removed from the calculations. Over the last three years, the school has consistently been in the top twenty five per cent in comparison with similar schools. This is an outstanding feature.
30. The percentage of KS2 pupils gaining the higher level 5 is above local authority and national averages in all three subjects. There is very little difference in the standards attained by boys and girls.
31. The school sets very challenging targets for KS2 based on a thorough and reliable analysis of previous data. They meet these well and often exceed them.
32. Pupils' progress, regardless of their social, ethnic or linguistic backgrounds is good with outstanding features. The school plays close attention to any variations or inconsistencies in progress and addresses them. For example, an increasing focus on developing writing across the curriculum is supporting boys' learning at KS1 and improving thinking skills to raise attainment further in science in KS 2. The pupils with English as an additional language often make outstanding progress through the early stages of English so that they benefit fully from the whole school curriculum.
33. The pupils make outstanding progress in acquiring and building on their knowledge and skills. For example, they develop very good skills in presenting work with neat readable handwriting, spelling accurately and using punctuation very well. They are increasingly self critical about their own work and set themselves challenges to improve. In IT, pupils make full use of their understanding of animations and multi media to produce very mature instruction booklets for their design technology (DT) work.
34. Pupils with a range of needs, including those in the Learning Centres, make outstanding progress and, by the end of Key Stage 2, many reach the level expected for pupils of their age. Pupils with special gifts or talents are also very well catered for because they are identified quickly and have access to a more challenging curriculum. These pupils achieve highly.
35. Pupils are very well behaved, have excellent manners and show real respect for adults and one another. Even the youngest children know what is expected of them. Pupils move sensibly around the school, and are friendly and polite. As a result of the very good support provided for them, pupils with behavioural problems are gradually helped to manage their behaviour, a feature

acknowledged by the local authority. All pupils understand the school's Golden Rules and respond very well to them.

36. Whole school attendance (excluding the Nursery) during the three terms preceding the inspection averaged 92.1%. This equals the average attendance for primary schools nationally, and, despite considerable efforts on the school's part, has varied little over recent years. Registration occurs promptly at the beginning of the morning and afternoon sessions and provides an opportunity for pupils to exercise knowledge and understanding of Welsh. Pupils are generally punctual, but a few are late at the start of the school day. Lessons throughout the day begin on time. The school complies with the Welsh Assembly Government's guidance for pupil support and social inclusion, circular 3/99.
37. Pupils progress in their personal, social, moral and wider development, including spiritual, moral, social and cultural development, is good with outstanding features. The personal and social education programme successfully promotes excellent relationships within the school and this has a positive effect on the work and standards achieved. Pupils develop good attitudes and values. They have a strong sense of right and wrong and show respect, care and concern for others.
38. A strong bond amongst pupils and staff is developed through the wider curriculum because of initiatives such as the school council, 'circle time' and the varied programme of extra curricular activities. Pupils take a constructive part in the life and work of the community. An outstanding feature is the very good levels of independence pupils develop which help them to manage their own work to a high degree and to organise events such as a school web site with very little supervision.
39. A further highlight is the very good progress that pupils who enter the Learning Centre classes with considerable difficulties make in managing their own behaviour and organising their thinking. The staff establish very supportive and secure routines in which the pupils flourish. A mark of their success is the good number who increasingly work alongside their peers in the mainstream classrooms.
40. Pupils have a very good awareness of equal opportunities issues and feel strongly that all people should be treated fairly and with kindness and understanding. Their respect for the diversity of beliefs, attitude and differing cultural traditions is enhanced through their work in religious education, through personal accounts of visitors and through projects such as the Black History Month. In awarding the school the Equality, Diversity and Achievement Award, the LA has acknowledged this work.
41. From the early years, pupils are prepared well for their effective participation in the workplace and community. Pupils enjoy learning about the world of work especially when they visit the workplace and visitors come to school to talk about their work. Pupils are involved in community projects, they support the

school's nominated charities and they understand that there are people in the world less fortunate than themselves.

The quality of education and training

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

Grade 1 Good with outstanding features

42. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

43. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	55%	6%	0%	0%

44. Compared with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005–6, the quality of lessons judged grade 2 or better exceeds the average of 79 per cent. The percentage of lessons judged grade 1 is very high, as the national average is 17 per cent, and an outstanding feature.

45. The working relationships throughout the school are excellent and behaviour is very well managed. There is a calm, friendly and exciting ethos in all classes. Pupils feel respected and respond well to this. In all classes, there is a sense of purpose and hard work. Teachers new to the school quickly reach the same level of purpose because of the clear policies and pervading ethos. This calm purposefulness contributes particularly well to the work in the Learning Centres classrooms providing structure and security for learners.

46. The quality of teaching in the early years has a number of outstanding features. Activities are very well planned and closely matched to promoting the desirable outcomes for all areas of learning. Very good links are made between different areas of learning. For example, children developing early reading skills from the story of 'The Very Hungry Caterpillar' not only learn a lot about healthy eating but also make very good progress in using their IT and physical skills.

47. An outstanding feature in many lessons is the skilful teaching of thinking and problem solving skills. In the Learning Centre classrooms, for example, pupils are taught to question and challenge each other to improve their understanding and partner work is valued. In Y5 and Y6, pupils are taught to think very quickly and to explain their mathematical and scientific strategies to each other so that they can test them out. Many staff make very good use of fun routines to guide and interest the pupils and support this with very good use of IT, especially the interactive white boards in every classroom.

48. A strength of many of the best lessons is the increasingly effective involvement of pupils in assessing their own work and planning their own learning. Teachers encourage pupils to work with partners to give opinions on the quality of their work, and to share and extend ideas. Pupils regularly have the opportunity to organise how they set out and arrange their work. There are many examples of good marking to guide pupils and these are often very specific to the subject. For example, in historical writing the teacher asks, 'Why did the Stuarts use plague bags? How do you know?' Occasionally, some teachers do not follow up their comments to make sure the pupils have used the guidance given.
49. An outstanding feature is the skilful and challenging questions teachers ask to secure good understanding or to help pupils' develop learning skills. This is often a very clever balancing act between supporting the less able and challenging the more able. For example, in Y6 maths lessons, questions are often very quick fire and require a thorough knowledge of work covered to reply, but they are interposed with ones aimed at providing a hint as to how or where an answer can be found. Teachers rarely ask questions that have only one simple answer. In the Learning Centres, pupils have to think before they reply.
50. Teachers mostly keep pupils involved by setting clear periods for work to be completed. They expect pupils to be productive and there are many examples of written work that is lengthy and interesting. There are very few shortcomings in the teaching but very occasionally, the pupils are given too long to complete tasks or have to sit for long periods without being productively occupied.
51. The teaching of basic skills in reading and writing is good. Teaching assistants are very skilled in guiding groups of readers and in interpreting text. This enables pupils to begin to understand the deeper meanings of stories and the inferences in what they read. Pupils read expressively and most pupils, including those in the Learning Centre classes, are confident to read aloud with expression.
52. Learning support staff work very effectively with individuals or groups of pupils in their mainstream class, in withdrawal sessions and in the Learning Centres. The very good liaison between the special educational needs coordinators (SENCOs), teachers and learning support staff ensures very good levels of support for pupils' learning, enabling them to make very good progress.
53. Teachers have very high expectations of all pupils. They know the pupils very well and use this knowledge to ensure everybody works as hard as they can. Staff share ideas well and keep detailed information on progress. This means that when supply teachers are in for a short period of time they quickly get to know the pupils and challenge them well. Work is very accurately matched to pupils' needs within lessons and this is an outstanding feature.
54. Opportunities to reinforce pupils' bilingual skills through the regular use of greetings and commands in Welsh are implemented well, although not always consistently across the school. Conversational Welsh is often used well by

most teachers, and many of the adults working at the school, to reward and praise pupils' responses in lessons across the curriculum.

55. The school provides effectively for pupils for whom English is an additional language. Staff promote respect for languages other than English and Welsh, and encourage pupils to share the language they use at home with their classmates. The vast majority of staff are Welsh learners and they work hard to promote bilingualism, not only in all lessons but also in the playground and at lunchtime, and through the Welsh word or phrase of the week scheme. In addition, they effectively promote bilingualism with parents through homework activities and through providing Welsh courses for beginners.
56. The teachers make thorough and useful assessments of pupils' achievement and use them to ensure work is very well matched to their needs. Pupils with SEN have IEPs (Individual Education Plans), which set out small steps to ensure their rapid progress. These are used well in the mainstream classes and very well used in the Learning Centres. Statutory requirements for assessment are met.
57. Lessons engage pupils and successfully promote equality of opportunity irrespective of age, gender or ability. Teachers and other adults are vigilant in helping and encouraging pupils engaged in individual or small group work. Teachers and classroom support staff monitor and review pupils' progress effectively.
58. The annual reports to parents meet statutory requirements. They provide useful information for parents about their children's progress in all subjects. They include targets for improvements in the core subjects, together with helpful general comments about their personal and social development.
59. Parents have suitable opportunities to discuss and review their children's progress through formal and informal contact with class teachers throughout the year.

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

Grade 1 Good with outstanding features

60. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
61. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
62. The curriculum meets the needs of all pupils very well. Overall, it is broad and balanced and builds systematically on what pupils already know and can do. The schemes of work indicate logically what pupils will learn and the quality of teachers' termly and weekly planning is good. All teachers evaluate the

success of their lessons in writing in their planning records. The school meets legal and course requirements.

63. The planning for the development of pupils' thinking skills is an outstanding feature. There are outstanding arrangements within the curriculum for pupils to develop their basic and key skills, including those for problem solving. These skills are becoming embedded in the practice of the school, for example, by transferring existing practice in all age groups on to a grid and by developing a set of annotated work to show pupils' progress. The school has the Basic Skills Award for the fourth time.
64. A particularly outstanding element in the curriculum is the excellent provision for out of school activities for all pupils and the enrichment of the curriculum by an impressive range of cultural and sporting activities. A high percentage of pupils of all abilities participate in these activities. Greater independence and cooperation are promoted for older pupils during residential breaks at an outdoor pursuits centre. Pupils benefit from instrument lessons by visiting teachers in strings, woodwind, brass and percussion. The school makes good use of the environment to provide rich and often exciting learning experiences, including visits to places of interest in the locality and beyond. They invite interesting visitors to the school, for example a Celtic band, poets and historians. This breadth of opportunities for learners is an outstanding feature.
65. The school successfully promotes learners' personal development, including spiritual, moral, social and cultural development. There is a well focused personal, social and health education (PSE) programme. 'Circle time' experiences make an important contribution, and teachers are very effective in promoting self esteem and healthy living. Pupils focus well on a good range of moral values, and support a number of charitable ventures and worthy causes. They take their responsibilities seriously through the membership of the school council, Eco committees, playground buddies and as prefects. Pupils' awareness of cultural diversity is enhanced through work in religious education and through schemes such Black History and cultural awareness weeks. Provision is enriched through occasional visitors who represent other faiths and cultures. Assemblies make an important contribution to pupils' moral, social and cultural development. Pupils have sufficient opportunities for quiet reflection and for promoting their sense of awe and wonder.
66. Partnerships with parents and the wider community are outstanding. Through formal and informal consultation with teachers, annual reports and newsletters, parents are kept well informed of their children's progress and events in school. The views of parents are sought through personal contact and questionnaires, and their views taken into account. A parents' forum also helps in formulating policy and practice. The school benefits from a busy Parent Teacher Association who help organise fund raising and social events. Other notable features of this partnership are the Family Literacy and Numeracy sessions held with support from the Basic Skills Agency, and various workshops run by subject leaders.

67. The induction arrangements are outstanding, with home visits conducted by Early Years staff prior to children commencing Nursery education. Partnership with the comprehensive school is equally well developed. There is a high degree of cooperation in curricular activities and effective liaison for the transfer of pupils with SEN. The school, through its partnership with initial teacher training (ITT) institutions and other providers, offers good quality initial teacher training and vocational experience, and valuable work experience for senior pupils from local secondary schools.
68. Provision to develop pupils' understanding of the working world, enterprise and their entrepreneurial skills is good with no important shortcomings. The school has a well planned strategy that gives all pupils good opportunities to learn about different occupations. As part of their on going professional development, teacher placements have been undertaken on an annual basis. These include the environmental project with Newport Wetlands and close links with local businesses.
69. Pupils in the early years and in the two Learning Centre classes receive good encouragement to develop competence in both Welsh and English. In KS1 and KS2, specific language lessons and bilingual skills and notices around the school help develop these skills. Very occasionally development ideas are missed in lessons. In addition, a Welsh club for pupils and parents is held weekly and further develops enthusiasm for the language.
70. Teachers' planning ensures that pupils know about the aspects of their cultural heritage in Wales, including the multi ethnic dimension. The school's *Cwricwlwm Cymreig* ensures that pupils have good opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales. They visit local places of interest and celebrate St. David's Day. The school develops pupils' knowledge and understanding of the cultures of the world very effectively, particularly in music and art.
71. The school's arrangements to tackle social disadvantage and ensure equality of opportunity and access for pupils to the curriculum are good with outstanding features. Provision for pupils with SEN and pupils in the two Learning Centres is outstanding. More able and talented pupils have very good opportunities within the school. No one is disadvantaged because of his or her social or cultural background.
72. The development of pupils' understanding and awareness of sustainable development and global citizenship is an outstanding feature of the school. Pupils' understanding of environmental awareness is developed through conservation schemes, such as waste reduction and energy saving. Sections of the school grounds have been set aside as gardened areas, with trees and plants to encourage wildlife and to provide for nature study. This has led to the school achieving first place in the annual 'Newport in Bloom' competition. The school has also achieved the Eco School's prestigious Green Flag award for its work in promoting environmental awareness. Pupils have formed an Eco committee to encourage energy saving, recycling and the need to care for the environment.

73. The development of pupils' entrepreneurial skills is promoted well through various activities. In the early years, children take part in role-play to develop problem solving skills and make considered decisions. All children, through the Welsh Assembly Government's Dynamo Project, are developing their business skills. Y6 pupils assist in running the school's healthy eating tuck shop. Pupils have successfully organised fund raising events in support of worthy causes.
74. The school's provision takes very good account of national priorities and initiatives, and good attention is given to ensuring that pupils develop the skills for lifelong learning. For example, the school council, Eco committee, buddies and prefects provide good opportunities for pupils to develop their decision making skills. Cross curricular projects enable pupils to take responsibility for their own learning and develop flexibility. Qualities such as kindness, truthfulness and forgiveness are developed through circle time, pupil discussions and assemblies. These are outstanding features.

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

Grade 1 Good with outstanding features

75. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
76. Pastoral care of pupils is very good and has high priority. This is an outstanding feature. Pupils confirm they feel safe and well supported by the adults who work at the school. Parents report that their children are happy at school. There are effective procedures to monitor and support pupils' academic progress, their social development and their personal welfare. Teachers know their pupils very well and are sensitive to their needs. All pupils benefit from the school's determination to include them fully in both its academic and social life.
77. The school has established a close liaison with parents and carers in caring for, supporting and guiding their children. This aspect is an outstanding feature of the school. The school operates an effective home/school agreement. The prospectus, issued to each parent, provides a very good overview of the school's aims and procedures. Parents are kept in touch with events through notices and newsletters. The school's website is another source of useful information. Formal parent/teacher consultations occur three times per year, and informal contact with teachers occurs daily. The views of parents are sought through personal contact and questionnaires, and their views taken into account. The Parents' Forum is another good means of testing opinions and gathering information. The governors issue an annual report and arrange a meeting for parents to discuss its contents. School reports indicate pupils' progress made and include useful targets for pupils to reach.
78. Most pupils begin their schooling at the Nursery stage. The detailed and extensive induction arrangements, including home visits by staff, help with the settling in process. These are outstanding features. Children soon make friends and get to know the school's routines. Pupils who joined at a later

stage confirm they were made welcome and soon settled. The arrangements for transferring Y6 pupils to the secondary school are equally good and ensure a smooth transition. Headteachers of local schools meet regularly to coordinate the transition arrangements and minimise the effects of moving from one school to another.

79. The school provides high quality personal support and guidance for learners. Teachers and classroom assistants have excellent relationships with pupils. They are fully aware of their individual needs, including those of the more able pupils. In addition, there are established links with a wide range of outside agencies that provides specialist advice and practical help as required. Pupils have ample opportunities to discuss issues that concern them, and the relationships evident in the school facilitate frank discussion between teachers and pupils. The very good school council enables pupils to have an effective say in the running of the school.
80. The pupils develop a very good understanding of living healthily. They take full advantage of the many sporting and other fitness clubs and teams. They eat healthily at lunchtimes.
81. The school monitors attendance, punctuality and pupils' behaviour very closely. Registration sheets are completed promptly at the beginning of morning and afternoon sessions. Information from these sheets is uploaded daily onto an electronic database, from which statistical information is drawn and trends mapped. Good attendance is acknowledged and rewarded. Most parents cooperate by informing school if their child is unable to attend. Unexplained absence is pursued immediately. The education welfare officer (EWO) routinely visits school each month, and is on call at other times should the school have concerns.
82. The school's provision for ensuring the healthy development, safety and well-being of all pupils is good. Staff are trained in first aid and there are good procedures in place for meeting the needs of pupils who are unwell or who have had an accident. Pupils' contact details are regularly reviewed and the database updated. Safety checks are carried out on all electrical appliances and fire safety equipment tested. Evacuation drill is exercised each term. Health and safety audits are regularly carried out within the school and risk assessments are undertaken before any educational visit takes place.
83. There are good systems in place for managing behaviour and dealing with oppressive behaviour. An outstanding feature of the work of the school is the extent to which all staff are trained in the use of appropriate behaviour management strategies and techniques. Pupils exhibiting challenging behaviour are provided with expert support and guidance and continuing support from members of staff.
84. The good procedures for child protection are securely based on LA guidelines. The headteacher (and in her absence the deputy headteacher) is the designated person responsible for child protection issues. She, together with a governor with child protection responsibility, ensures that staff receive regular

training, are vigilant and recognise the signs that a child may need protection. Arrangements for safeguarding are good.

85. The quality of provision for the most vulnerable pupils, those with SEN, English as an additional language (EAL) and particularly pupils in the Learning Centre, is good with outstanding features. The school identifies pupils giving cause for concern at a very early stage. Information from baseline assessments of children in Nursery and Reception is thoroughly analysed and appropriate intervention strategies or specially designed learning activities are introduced promptly. Throughout the school, staff diligently use IEPs to help them plan for the individual learning needs of pupils with SEN and these are regularly reviewed and updated.
86. The school has a large number of pupils with EAL who speak many different languages. Specialists from the LA provide very good language support for pupils and the school maintains this very effectively during day to day classroom activities.
87. Pupils in the Learning Centre work in a stimulating environment where expectations are high and they receive expert teaching, help and guidance. Pupils have access to specially adapted resources such as computers, scissors and cutlery, where this is appropriate. At other times, such as in science or practical maths, they are encouraged and supported to use the same equipment as other pupils and this helps their development. Pupils are regularly and fully included in a broad range of mainstream activities, and this enables them to establish highly positive relationships with other pupils of their age.
88. 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, which are monitored and reviewed accordingly.
89. The school is committed to equal opportunities. As a result, boys and girls of all ages and abilities have full access to the curriculum and all that the school has to offer. Pupils' contributions are valued and the school encourages boys and girls to participate in a range of activities. The school's council makes a very effective contribution to ensuring the views of all pupils are listened to and that they are acted upon.
90. The school promotes racial equality very well. Pupils' understanding of the diversity of race and the necessity for good race relations in our modern multi cultural society are incorporated into the personal and social element of the school's curriculum. Racism of any kind is not tolerated. On the rare occasion that a racial incident has occurred, it has been addressed, effectively resolved and properly recorded. The school is effective in promoting good race relations during school assemblies and through many aspects of the curriculum. The school has received the Equality Achievement and Diversity award.
91. The school and the LA are aware of the statutory requirements regarding provision for disabled pupils and adults, and the governors have drawn up suitable accessibility plans to help make improvements for disabled learners.

Leadership and management

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

Grade 1 Good with outstanding features

92. The findings of the inspection match the judgements made by the school in its self-evaluation.
93. The school's well understood ethos, aims, targets and shared values ensure a very good foundation for improvement and promotion of equality for all which are reflected very well in its life and work. This is an outstanding feature which staff, parents, pupils and governors share.
94. The headteacher provides excellent strategic direction for the future and subject leaders perform a wide range of curricular responsibilities very well. They work together effectively to create an atmosphere which is positive, industrious and happy to ensure that all pupils, regardless of background, are fully included in all aspects of the school's life and work. They have a keen eye for new initiatives and schemes to drive their areas of responsibility forward. As a result, the school has received many awards and taken part in interesting projects, such as the links with India, Japan and other European countries. This has a significant impact on standards and pupils' personal development. The school council helps to provide pupils with a strong sense of citizenship and responsibility.
95. Subject leaders play a very effective role in tracking the standards achieved in their subjects through monitoring pupils' work. There are very good arrangements, linked appropriately to realistic targets set out in the SDP, for identifying individual and whole school training and development needs of staff, improving standards and the quality of provision.
96. The school takes good account of the Welsh Assembly Government's priorities. Local partnerships with the nearby cluster group of schools benefit pupils' progress. Performance management procedures are followed effectively by the headteacher and subject leaders to promote teachers' professional development. The range and quality of first hand monitoring of teaching by the headteacher and subject leaders is outstanding. There are very clear areas for improvement for all staff and clear targets to be met.
97. The extent to which the governing body meets its responsibilities is outstanding. They have a very close involvement in the life of the school and in agreeing priorities for the future. Governors ensure all statutory requirements are met. They are very well informed about the school's performance and progress because they receive regular reports from the headteacher, subject leaders and through the strategic development team. Governors have their own action plan and very precise processes for monitoring and supporting the school. The governing body is unassuming and sensitive in its work so that teachers and parents feel very well supported.

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

Grade 1 Good with outstanding features

98. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.
99. The headteacher makes an excellent contribution to the life and work of the school. She has a very good overview of the school and has established a culture of critical self-evaluation. An outstanding feature of the school's self-evaluation process is the way performance data from all sources is analysed in depth. The resulting report is strongly evaluative and very clearly focused on the Estyn requirements, providing clear evidence to support the school's views of itself. As a result, the inspection team was able to agree quickly with the school's very positive judgements.
100. The school development plan is clear and concise with clear aims to drive up standards. The targets set are challenging but achievable. Success criteria are focused, timescales realistic and funding arrangements identified. Arrangements for monitoring and training are clear and manageable. A strength is that all staff, governors and, at an appropriate level, pupils are involved in the monitoring processes.
101. The quality of the school's self evaluation processes and report is good with outstanding features. All subject leaders contribute through detailed reports. The views of pupils and parents are sought. An outstanding feature is the contribution made by the governing body and the detailed use of Estyn evaluation criteria. The school's self-evaluation and plans for improvement are effective in bringing about measurable improvement in provision and standards. Standards have been further improved upon since the last successful report in May 2001. The provision in the Nursery and KS1 special needs class has significantly improved and there has been a steady increase in attendance. The school has made good progress in addressing the key issues from the last inspection.

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

Grade 1 Good with outstanding features

102. The judgement of the inspection team matches that made by the school in its self-evaluation.
103. A sufficient number of well qualified teaching and support staff ensures that the school curriculum is very effectively taught to all pupils. The school provides a higher ratio of teaching assistants to pupils than WAG recommends and this ensures that pupils of all abilities are very well supported in their learning.
104. Continuing professional development and specific training for staff, particularly for learning support and teaching assistants, are outstanding features of the

work of the school. Teaching staff have expertise in a range of subject areas and this is shared very effectively with colleagues. All support staff study for higher qualifications as well as receiving specialist training to help pupils learn faster, about positive behaviour management and personal support and guidance.

105. Teaching and support staff in the Learning Centre have considerable expertise and specialist knowledge in teaching pupils with a wide variety of special learning needs. The school draws from a wide pool of expertise available from outside agencies to support and enrich its curriculum and to support vulnerable pupils.
106. A good range of books, computers and other resources promote effective teaching and learning. The library is used well to promote personal study and specialist areas for design technology, art and cooking make a positive contribution to pupils' learning.
107. The school uses its resources very effectively to provide the best for its pupils. Its priorities are closely linked to the SDP whilst remaining responsive to the immediate needs of pupils and staff. An outstanding feature is the way in which the school has adapted, furnished and decorated the early Edwardian building to accommodate the needs of pupils and staff in the 21st century.
108. Accommodation is bright and well furnished and provides an attractive and stimulating working and learning environment. The school makes very good use of every available space; there are specially designated rooms for use by external agencies and for specialist teaching. The Early Years area provides a bright engaging indoor and outdoor learning space that helps young children develop fully. The pleasant well maintained garden areas for older pupils provide both an effective outdoor learning environment and a stimulating play area. They also provide a shady place for pupils to relax in hot weather.
109. The school provides very good value for money. The headteacher works closely with the governors to implement effective procedures to monitor and manage the budget. The allocation of resources is very closely matched to the priorities of the school development plan. There is a strong process of accountability for subject leaders and others so that funds are utilised well. The budget surplus is maintained within national recommendations and the school gives outstanding value for money.

School's response to the inspection

The headteacher, staff and governors of Crindau Primary School welcome the ESTYN report following the inspection undertaken in June 2007. The inspection report, which supports the school's own self-evaluation, acknowledges the many strengths and outstanding features of the school. The awarding of the highest grade in all seven key questions confirms the professional and committed manner with which the teaching staff, support staff and governors undertake their duties. Such positive endorsements will enable the school to build on these very high standards for continuing improvement.

We are particularly pleased that the report recognises that the standards of achievement at the end of Key Stage 2 have been consistently well above the Welsh Assembly all-Wales targets and in the top 25%, for the past three years; with the numbers of pupils achieving the highest levels being a particular success of the school.

We are also pleased that the number of lessons judged as being of the highest standard, grade 1, is very high, with the skilful teaching of thinking and problem solving being identified as outstanding.

We are delighted to note that inspectors have commented on the many outstanding features in the care and support the school provides for all pupils, and that the pupils with special educational needs in the Learning Centre Classes make very good progress.

The inspection team recognised that the leadership of the school is visionary and strategic, supporting effective team working, which creates an atmosphere that is positive, industrious and happy ensuring that all pupils, regardless of background, are fully included in all aspects of the school's life and work.

The headteacher, staff and governing body will address the inspection recommendations to:

- ensure that the quality of teaching throughout reaches the standards of the 'very best practice';
- make sure pupils regularly use and improve their bilingual skills.

These recommendations will form part of the 2007- 2008 school improvement plan. The governors' annual report to parents will report on the progress made.

Appendix 1

Basic information about the school

Name of school	Crindau Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11 years
Address of school	Ailesbury Street Newport
Postcode	NP20 5ND
Telephone number	01633 858 268

Headteacher	Mrs Sarah Davies
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Rev Graham Hollowood
Registered inspector	Mr Andrew Clark
Dates of inspection	4 th – 6 th June 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	36	40	33	33	40	35	43	32	292

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)	23:1
Pupil:adult (fte) ratio in Nursery classes	13:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding Nursery and special classes	23
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn	90.1	92.8	93.3
Summer	91.1	92	91.4
Spring	90.1	91.1	92.1

Percentage of pupils entitled to free school meals	29
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:					39
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	3	2	22	70	3	
		National	0	4	12	64	20	
En: reading	Teacher assessment	School	3	3	22	70	3	
		National	0	2	11	64	23	
En: writing	Teacher assessment	School	3	3	22	70	3	
		National	0	5	14	69	12	
En: speaking and listening	Teacher assessment	School	3	3	22	70	3	
		National	0	4	14	56	26	
Mathematics	Teacher assessment	School	5	0	14	59	22	
		National	0	2	11	63	24	
Science	Teacher assessment	School	8	0	3	54	35	
		National	0	2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73	In Wales	81

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6					32			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	19	40	41
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	19	47	34
		National	1	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	19	21	63
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and English (first language) by Teacher Assessment			
In the school	81	In Wales	74

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

Appendix 4

Three inspectors spent a total of seven inspector days in the school and met as a team before the inspection. The team also included a peer assessor. The school nominated the headteacher to join the team.

These inspectors visited:

- 31 lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

The inspection team held post inspection meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Andrew Clark Registered inspector	Key Questions 1, 2, 5 and 6
Mr Charles Brentnall Lay inspector	Key Question 4 and contributions to all other key questions
Mrs Jan Marsden Team inspector	Key Question 7 and contributions to other key questions for SEN
Mrs Helen Smith Team Inspector	Key Question 3 and contributions to other key questions for bilingualism
Mrs Lyn Patching Peer Assessor	Contributions to all key questions
Mrs Sarah Davies Headteacher / Nominee	Attendance at team meetings and contribution to discussions on all key questions

Acknowledgement

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

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