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REPORT BY H M INSPECTORS

CRINDAU PRIMARY

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

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

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Crindau Primary School is situated close to the town centre of Newport in a built-up area of housing and small industrial units. The school is a two storey building of traditional design built in 1901. The school site has a hard surface area which has been enhanced by attractive seating and planting areas.

At the time of the inspection there were 307 pupils in the school, taught in thirteen classes, including a nursery class and twenty pupils in two special needs classes. The number of pupils on roll has remained relatively stable over recent years. The school describes the catchment area from which most pupils are drawn as being very varied, with approximately a quarter of pupils from economically disadvantaged areas: 43% of pupils are registered as being entitled to free school meals, considerably higher than the all-school average for the local authority and Wales. The intake contains approximately 11% who are identified as requiring special educational needs (SEN) support, and an additional twenty-two are in receipt of a statement of special

educational need for a range of learning difficulties. English is the first language of nearly all the pupils in the school: there are no natural Welsh speakers.

The school has an appropriate statement of educational aims which stresses the importance of a caring family community and the provision of an education of the highest spiritual, moral and academic standard. There is a detailed school development plan (SDP). Major initiatives for the current year include developments in literacy, especially writing skills and guided reading; information and communications technology (ICT) initiatives; planning for key skills and the revision of planning in the foundation subjects to further develop cross-curricular links.

The school was last inspected in June 1996 and there have been several changes since then, including the appointment of a new headteacher, several staff changes, particularly in KS2 and the recent appointment of a deputy headteacher.

2. MAIN FINDINGS

The main findings of the report

- Crindau Primary School has many strengths and has made good progress since the last inspection. It provides a strong and caring ethos which allows pupils to receive a good quality of education.
- Standards of achievement were at least satisfactory in all the lessons observed and work seen; in 60% they were good or very good.
- In the nursery, the educational provision has some weaknesses but there is evidence that the shortcomings can be put right. The educational provision for the reception children, taken overall, is appropriate and promotes the desirable outcomes for children's learning. Standards achieved in the six areas of learning are as follows:

	Nursery	Reception
Language, Literacy and Communication skills	Satisfactory	Good
Personal and Social Development	Satisfactory	Good
Mathematical Development	Satisfactory	Good
Knowledge and Understanding of the World	Satisfactory	Good
Creative Development	Satisfactory	Good
Physical Development	Satisfactory	Good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement are as follows:

SUBJECT	KS1	KS2
English	Good	Good
Welsh (second language)	Good	Good
Mathematics	Good	Good
Science	Good	Good

Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical Education	Good	Good
Religious Education	Good	Good

- In KS1, the school's results in National Curriculum (NC) Assessments for 2000 are below national averages in English, including reading and writing, mathematics and science. Overall, results in the core subjects, compare well with those of similar schools, especially in English.
- In KS2, the percentage of pupils achieving level 4 or above in the NC tasks in English, mathematics and science are below national averages. Overall, results in the core subjects, compare well with those of similar schools, especially in English where percentages were above the upper quartile i.e. within the highest 25% of schools in Wales with a similar intake of pupils.
- In KS1 and KS2 pupils' standards of achievement in the key skills across the curriculum are as follows:

Key Skill	KS1	KS2
Speaking and listening	Good	Good
Reading	Good	Good
Writing	Good	Very Good
Numeracy	Good	Good
Information and Communication Technology	Good	Good

- Provision for pupils' spiritual, moral, social and cultural development is very good. The school's aims of creating a caring, family community are well met. Throughout the school there is an atmosphere of calm endeavour and an ethos of quiet tolerance and understanding of the needs of others. Acts of collective worship help create a true sense of community. They are enjoyable and pleasant occasions, which contribute substantially to pupils' spiritual, moral, social, and cultural development.
- Teaching staff and other adults provide good role models for pupils. The quality of pupil-teacher relationships is very good and contributes to the creation of a positive and calm working environment.
- Pupils' behaviour and attitude to learning are very good. Staff are consistent in their implementation of routines and in encouraging pupils to give of their best. Relationships are very good and the school is a welcoming, friendly and orderly community. Pupils settle quickly and work hard to achieve success. They sustain good levels of concentration and persevere with their tasks. Pupils enjoy being challenged, are enthusiastic and keen to participate.

- Attendance levels are satisfactory and determined efforts are made and specific targets set to improve the attendance record. While sessions and individual lessons start promptly, a significant number of pupils arrive late at the start of the school day; punctuality is unsatisfactory.
- The quality of teaching was satisfactory or better in 98% of the lessons observed. In 60% of lessons the teaching was good or very good.
- Teachers plan conscientiously and thoroughly; lessons have clear learning objectives and outcomes and these are consistently shared with pupils. Lessons are well structured with appropriate introductions and teaching is well focussed and proceeds at a good pace. Questioning techniques are well developed and, in the best examples, extend pupils' responses. At times, however, opportunities to develop pupils' knowledge further through analytical questioning are missed.
- Teachers provide valuable individual support and frequently offer praise and encouragement. Class management and organisation are good. Class routines are well established and run smoothly. A range of teaching approaches and resources are used effectively to enhance delivery. However, pupils are often overly dependent on the teacher and have too few opportunities to work on open-ended tasks or take responsibility for their own learning. While there is evidence of pupils learning independently it is often on tasks framed exclusively by the teacher.
- Teachers show enthusiasm for their work, know their pupils well and ensure that tasks are suitably differentiated to meet individual needs.
- The arrangements for assessment, recording and reporting are very good overall. The school's assessment, recording and marking policies establish clear guidelines for staff. The link between assessment, planning and the teaching and learning process is clearly evident and lesson objectives and marking form an important part of the whole-school approach to assessment.
- The curriculum is broad and balanced and meets statutory requirements. It is suitably structured with appropriate time allocations for each subject. Schemes of work are of a good quality and offer appropriate guidance on setting out a structure for teaching and learning experiences. The school has developed a consistent system for medium- and short-term planning which clearly outlines learning objectives, subject specific and key skills, activities and assessment opportunities. This planning, especially for literacy sessions, is of a very good quality. The curriculum is enhanced by fieldwork, visitors to the school, a range of extra-curricular activities and a well structured homework policy.
- The school provides a safe and happy environment in which pupils' receive very good support and guidance for their health and welfare. Pupils' confidence and self esteem are well addressed and their achievements are valued.

- Good provision is made for pupils with special educational needs in mainstream classes. Provision in the special classes is good at KS2 and satisfactory at KS1. The special educational needs co-ordinator (SENCO) ensures arrangements are well planned, effectively co-ordinated and suitably documented. Pupils make good progress relative to their abilities.
- Since the last inspection, two special needs classes have been established within the school, one at each key stage. In both classes, teachers provide a happy, caring environment and work conscientiously to meet their pupils' needs. Nursery nurses, support assistants and class teachers know their pupils well and very good relationships have been established. All pupils have suitably structured individual educational plans (IEPs) for English and, where appropriate, for mathematics and behaviour. Teachers receive good support from a range of professional help provided by outside agencies. They follow programmes left by the occupational therapist, the speech therapist and the local authority's behavioural support team. Pupils make good progress as a result.
- Partnership with parents and community, schools and other institutions is very good. Parents who attended the pre-inspection meeting and who responded to the questionnaire expressed full support for the school. The school is an integral part of its community and has developed good curricular links with the secondary school. The school and pupils benefit from a wide range of links with industry and partnership with industry is good.
- The quality of self-evaluation and planning for improvement is good. The school is building upon its significant development since the last inspection and has generated an effective culture of self-improvement. The SDP is a comprehensive document that reviews the success of earlier targets and provides a solid foundation for further improvement.
- The headteacher has a good understanding of the needs of the school and the way forward. Staff are appropriately involved in the self-evaluation process, are open to new ideas and willing to take on new initiatives. The governing body is kept well informed and has a clear insight into the school's aims, achievements and educational provision. Staff and governors work closely together towards ensuring high standards in pupils' achievements, a high quality of educational provision, and enhancement of the learning environment.
- The leadership and efficiency of the school are very good. The school has appropriate aims, a commitment to equality of opportunity for all and a strong sense of purpose. The sense of community which permeates all aspects of its life is very good. The headteacher tackles her tasks conscientiously, with vigour, a sense of purpose and pride in the school. Leadership and management skills are very good and she has ensured that all staff are valued; a good team spirit exists.
- Provision of staffing, accommodation and learning resources is good. The budget is well managed and controlled and financial priorities are identified. The school gives very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement were at least satisfactory in all of the lessons observed and the work seen; in 60% they were good or very good.

- In the nursery, the educational provision has some weaknesses but there is evidence that the shortcomings can be put right. Overall, nursery pupils are achieving satisfactory standards in the six areas of learning: language, literacy and communication skills, mathematical development, personal and social development, knowledge and understanding of the world, creative development and physical development.
- The educational provision for the reception children, taken overall, is appropriate and promotes the desirable outcomes for children's learning. Standards achieved in the six areas of learning are good overall.
- In KS1 and KS2, standards are good overall in English. In speaking they are satisfactory, they are good in speaking and reading and very good in writing. In mathematics and science, standards of achievement are good. In all the foundation subjects of the NC, standards are good.
- Boys and girls make similar progress. Pupils with SEN often achieve well and the large majority of pupils achieve well relative to their ability.
- From a low baseline on entry to the school, pupils' attainment in core curriculum subjects approaches national averages by the end of KS1. In KS1, the school's results in National Curriculum (NC) Assessments for 2000 were below national averages in English, including reading and writing, mathematics and science. Overall, results in the core subjects, compare well with those of similar schools, especially in English.
- In KS2, the percentage of pupils achieving level 4 or above in the NC tasks in English, mathematics and science were below national averages. Overall, results in the core subjects, compare well with those of similar schools, especially in English where percentages were above the upper quartile i.e. within the highest 25% of schools in Wales with a similar intake of pupils.

3.2 Standards Achieved in Key Skills across the Curriculum

In both key stages standards in key skills across the curriculum are satisfactory in speaking and good in reading and listening. Pupils achieve very good standards in writing and good standards in information and communications technology (ICT). Standards in numeracy are good in both key stages.

- Pupils in both key stages are developing good listening skills. During whole class reading sessions they listen attentively and express an opinion about the text. In music lessons they listen and interpret sounds appropriately.

- In both key stages pupils speak with expression and use an increasing range of vocabulary. They share opinions in class when involved in discussion with the class teacher and their peers. Opportunities for pupils to extend their speaking skills in group investigative tasks are under-developed in both key stages.
- Pupils are developing good reading skills in both key stages. They demonstrate good higher order reading skills in research and investigative work. Pupils contextual understanding is effectively developed in whole class reading sessions. Pupils demonstrate their knowledge of story, structure and patterns of language.
- Pupils writing skills are good in KS1 and very good in KS2. In KS1, they write harvest prayers in religious education, accounts of experiments in science and label parts of the body in Welsh. Writing skills are extended in KS2. Pupils write for a variety of purposes and in a range of subjects. When studying music they write poetry based on a musical composition and write instructions for making musical instruments.
- Numeracy skills are developing well in several subjects. There is evidence of measuring in science and graphical representation in Welsh and geography.
- I.C.T. is used appropriately to support pupils' learning. They use CD-ROMs to support their work in science and use text and graphics to present their work in Welsh and geography.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Provision for pupils' spiritual, moral, social and cultural development is very good overall.

- The school's aims of creating a caring, family community are well met. Throughout the school there is an atmosphere of calm endeavour and an ethos of quiet tolerance and understanding of the needs of others. Pupils take pride in their own achievements and applaud the success of others.
- Acts of collective worship help create a true sense of community. They are enjoyable and pleasant occasions, which contribute substantially to pupils' spiritual, moral, social, and cultural development. Pupils have adequate opportunity to reflect on the theme for the day. Statutory requirements are fully met.
- Teaching staff and other adults provide good role models for pupils. The quality of pupil-teacher relationships is very good and contributes to the creation of a positive and calm working environment.
- Pupils respond readily to the opportunities provided for them to take responsibility and exercise initiative. Older pupils take great care of the younger

ones, they are pleasant, courteous and helpful to visitors and are very aware of their responsibility to one another and their local community.

- Throughout the school, pupils' social and personal skills are well-developed. During circle time and in class they express their views with openness and honesty and show an appreciation of the views of others.
- The culture and heritage of Wales is a well-established feature of the curriculum. Visits to local historical sites and work developed across the curriculum enhance pupils' awareness of their own locality and effectively develop their understanding of how the present is linked to the past.
- Well-developed extra-curricular provision, visitors and links with the local community and churches enrich and extend pupils' learning experiences and enhance their social development.

4.2 Behaviour and Attitudes

The standards of behaviour and attitudes are very good and are a major strength of the school.

- The school has high expectations of pupils' academic and social abilities. Schemes are in place to improve and maintain behaviour. Staff are consistent in their implementation of routines and in encouraging pupils to give of their best. Pupils are valued and respected: their friendly concern for each other is a reflection of the staff's caring attitude towards them. Relationships are very good and the school is a welcoming, friendly and orderly community.
- Pupils enjoy coming to school and are keen to do well. They have good attitudes to learning, settle quickly and work hard to achieve success. They sustain good levels of concentration and persevere with their tasks. Pupils enjoy being challenged, are enthusiastic and keen to participate. They organise themselves quickly into groups and co-operate and support each other when they work in pairs. They take responsibility for marking each other's work very seriously.
- Children in the Early Years leave their parents happily and settle quickly into the family life of the school. They enjoy reading books with their parents in the cloakroom area on their way into nursery.
- Pupils are encouraged to accept responsibility for their behaviour and to follow the Golden Rule. They are involved in drawing up classroom rules: these are agreed and displayed prominently throughout the school. Pupils respond well to the school and playground rules and to the reward system. They feel they are treated fairly and that their efforts are valued.
- The school has introduced a form of Home/ School agreement that has been accepted by the vast majority of parents. Parents are very supportive of the school's discipline policy that is designed to encourage mutual trust, fairness and

understanding. A separate anti-bullying policy sets out procedures for dealing with unacceptable behaviour. Incidents and outcomes are formally recorded. No significant incidents were noted during the inspection. The policies are reviewed regularly.

- Pupils behave maturely and show courtesy and consideration to each other, to staff and visitors. The behaviour during assemblies is exemplary. They enter and leave the halls quietly and take up their places quickly.
- Older pupils are sensitive to the needs of the younger ones. Pupils in Y6 help to look after the less able pupils. They take their role as Buddies very seriously and gain confidence and self-esteem. Pupils in each class have responsibilities and assist teachers with various tasks.
- Pupils play cooperatively at break time and lunchtime. They take out and put away play equipment carefully and share without conflict. They use the quiet garden area sensibly. Boys and girls work and play well together.
- Trained mid-day supervisors maintain positive discipline to ensure continuity of good behaviour during the lunch period. Supervision in the dining room is very good and this is a social time for the pupils. Younger pupils are keen to join in the organised playground games.

4.3 Attendance

The level of pupils' attendance is satisfactory. Punctuality is unsatisfactory.

- The average rate of attendance at 92% over the last three terms is below the LEA and all Wales average. Determined efforts are made and specific targets are set by the school to improve the attendance record. The introduction of rewards and inducements for regular attendance is having a beneficial affect.
- Pupil absences are closely monitored and letters are sent to parents to advise them of the detrimental effects of non-attendance on their children's learning. The school and the education welfare officer actively pursue cases of poor attendance.
- A significant number of pupils arrive late at the start of the day. However sessions and individual lessons start on time.
- Registers are completed meticulously and comply with regulations.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in 98% of the lessons observed. In 60% of lessons the teaching was good or very good.

- Teachers have a sound knowledge of the statutory curriculum. They attend relevant INSET courses and work together well as a team. Teachers plan conscientiously and thoroughly and lessons have clear learning objectives and outcomes and these are consistently shared with pupils. Short term planning is directly linked to termly plans and provides clear guidelines for the structure of lessons.
- Links between subjects are well developed. Teachers frequently refer to skills or knowledge acquired in other subjects and ensure pupils apply these to their current work.
- Lessons are well structured, especially literacy and numeracy sessions, with appropriate whole-class introductions; direct teaching is focussed and well paced. Sessions begin promptly with a recapitulation of earlier work to assess understanding gained, and instructions and directions are clearly given. Questioning techniques are well developed and, in the best examples, extend pupils' responses. At times, however, opportunities to develop pupils' knowledge further through analytical questioning are missed.
- During lessons teachers' effectively reinforce concepts and subject specific vocabulary. Lessons conclude with well structured plenary sessions that allow for a sharing of achievements and an understanding of what has been learned.
- Teachers establish very good relationships with pupils. They act as good role models, provide valuable individual support and offer frequent praise and encouragement. Teachers monitor tasks and progress effectively. The positive attitudes of both teachers and pupils lead to the establishment of a happy and industrious working atmosphere. Pupils show a keenness in their work; they concentrate and persevere. In the majority of lessons there is a lively pace, all pupils are meaningfully involved and remain on task. Class management and organisation are good.
- Class routines are well established and run smoothly. Pupils display a high level of self-discipline and move around the class and building in an orderly manner. Their behaviour and responsiveness in class, towards the teacher and each other is very good.
- Teachers employ a range of teaching approaches and resources are used effectively to enhance delivery, for example overhead projectors and IT. Often, however, pupils are overly-dependent on the teacher and have few opportunities to work on open ended tasks or take responsibility for their own learning. While there is evidence of pupils learning independently, it is often on tasks framed exclusively by the teacher. Opportunities for pupils to report back on their work, share their findings and be shown how they can improve could be further developed.
- Teachers show enthusiasm for their work, know their pupils well and ensure that tasks are suitably differentiated to meet individual needs.

- Classroom assistants, support staff and parents make a valuable contribution to pupils' learning and welfare; their roles are clearly defined and they undertake their responsibilities effectively and conscientiously.

5.2 Assessment, Recording and Reporting

The arrangements for assessment, recording and reporting are very good overall.

- The school's assessment, recording and marking policies establish clear guidelines for staff. The link between assessment, planning and the teaching and learning process is clearly evident and lesson objectives and marking form an important part of the whole-school approach to assessment.
- Pupils' work is thoroughly and regularly marked. The quality of marking is consistently high throughout the school. Pupils are given a clear indication of the strengths and weaknesses of their work and are guided purposefully towards improvement. Throughout the school, teachers involve pupils in the evaluation of their own performance and they are encouraged to set their own targets for improvement. Targets for work in English become a focus for development across the curriculum.
- The school effectively utilises a combination of statutory tests, assessment data and commercial materials. Information is carefully documented and used to guide the grouping of pupils for mathematics and spelling. Pupils are well supported and arrangements continuously reviewed in the light of individual pupils' progress.
- Focused assessments are made at regular intervals in the core subjects. Samples of work are also kept in individual pupils' portfolios. Work is annotated, contextualized and levelled. Pupils' personal and non-academic achievements are recognised and valued. Formative comments for foundation subjects and religious education provide helpful information on pupils' progress.
- Subject leaders in many subjects, but particularly the core areas, have begun to develop portfolios of exemplar work to aid the moderation of standards and ensure consistency in teachers' understanding of what constitutes success at various levels of the NC. Teachers attend moderation meetings where pupils' work is carefully scrutinised. Each October, the school uses a training day to bring together the necessary evidence to set individual targets for each child at the end of the key stage and the end of each year.
- National Curriculum assessment data is carefully analysed by the head teacher, subject leaders and staff. Strengths and weaknesses are identified and used effectively as a basis for development.

- Initiatives within the school have led to the close analysis of pupils' progress in reading. This development has been significant in evaluating progress and improving standards. Records provide a useful focus for development.
- Parents attend two formal meetings each year to discuss their children's work. The quality of reporting to parents is very good.
- The tracking system adopted by the school is used effectively to identify pupils with Special Educational Needs (SEN). However, there is a need to develop the use of on-going observation and assessment further in both the nursery and the KS1 special class in order to ensure pupils' learning needs are fully met at each stage of development.

5.3 Curriculum

The curriculum is broad and balanced and meets statutory requirements.

- The curriculum for the early years is based on the desirable outcomes for childrens' learning.
- Schemes of work and policy documents are in place for all subject areas. These are of good quality and effectively support the planning of teaching and learning. The curriculum in KS1 and KS2 covers all the subjects of the N.C. The time allocated for each subject is appropriate. Some specialist teaching occurs in Welsh and physical education. Occasionally classes are amalgamated for music.
- The school has developed a consistent system for medium and short term planning which clearly outlines learning objectives, activities and assessment opportunities. Planning is undertaken thoroughly and conscientiously and, especially for literacy sessions, is of a very good quality. In both key stages the objectives of lessons are outlined to pupils and are supported by appropriately planned activities. A strength of the school is its pattern of planning which links elements of a range of subjects into a coherent integrated whole.
- The school has developed a homework policy. Homework is given regularly on a weekly basis and consists of literacy tasks and tasks linked to other subjects.
- Visits to sites of educational and historical interest and the involvement of the local community contribute to the educational standards achieved. Extra-curricular activities to develop skills in a range of sporting and cultural areas.
- Pupils with SEN. have full access to the National curriculum.

5.4 Support, Guidance and Pupils' Welfare

Overall, very good provision is made for the support, guidance and welfare of pupils.

- The headteacher and staff know the pupils well and ensure that they receive good pastoral support from entry to the school.
- The Y6 buddy system implemented by the school is good and ensures that pupils from the special educational needs classes are befriended at meal and play times.
- Sound policies now exist for behaviour, sex education, anti-bullying, the use of exclusion and substance misuse. All have been successfully implemented.
- Effective measures are in place to deal with child protection issues, which the school monitors regularly. The head teacher is the designated officer for child protection and looked after children. Care meetings are held in the school on a regular basis.
- The school has very good arrangements to monitor pupils' personal progress and to ensure that parents are kept well informed. The induction of pupils to the school and the special classes is sensitively handled.
- Trained first aiders carry out their duties responsibly and effectively and were observed to do so during the inspection. Good attention is given to ensure that pupils are taught in a safe and secure environment.
- A well-planned programme ensures that, at the end of KS2, pupils make a smooth transition to secondary school. The pastoral and academic support provided is very good.

5.5 Provision for Pupils with SEN

Overall, good provision is made for pupils with special educational needs in mainstream classes; in the special class at KS2 provision is good, and it is satisfactory in the KS1 special class.

- Approximately, one-eighth of all pupils in the school are deemed to have some form of special educational need, including twenty pupils who attend the special classes at each key stage. All the pupils in these classes have statements. Two other pupils in the mainstream classes have statements.
- The policy and procedures adopted by the school conform with the national Code of Practice and are implemented in line with the local authority's matrix for funding special educational needs in its schools.
- Learning difficulties are identified at an early age. The school's procedures for tracking pupils ensure that assessment is accurate. Good liaison takes place between the class teacher, support staff and the special educational needs co-ordinator (SENCO). Some non-teaching time is given to the co-ordinator for administration and to facilitate transition to KS3. The SENCO ensures arrangements are well planned, effectively co-ordinated and suitably documented.

- Parents are informed when their children are entered on the special needs register and are invited to the school to meet with the co-ordinator and discuss specific goals. Individual educational plans are detailed and manageable documents and are used by class teachers in the preparation of individual educational programmes, which set clear targets for pupils related to the areas of study within each class. Plans and programmes are reviewed on a regular basis. Annual reviews of statements of special educational needs comply with statutory requirements.
- Good contact is maintained with a large number of outside agencies to ensure that effective support is received. Many of these provide in-service training for staff to help in the whole-school management of pupils with a variety of special needs. Visiting staff from the local education authority provide good assistance to the school.
- Overall, pupils make good progress, relative to their abilities.
- Since the last inspection, two special needs classes have been established within the school, one at each key stage. Each has ten pupils. They cater for Newport pupils with very specific needs. Identification of pupils' special need takes place before they are allocated a place in one of the classes.
- Home-school diaries are completed each day and provide very good information for parents about their child's day at school. Parents appreciate this form of dialogue. Teachers' keep informative records of children's response to school and the work they complete.
- Teachers provide a happy, caring environment in both classes and work conscientiously to meet their pupils' needs. Nursery nurses, support assistants and class teachers know their pupils well and very good relationships have been established.
- All pupils have suitably structured individual educational plans for English and, where appropriate, for mathematics and behaviour.
- Teachers receive good support from a range of professional help provided by outside agencies. They follow programmes left by the occupational therapist, the speech therapist and the local authority's behavioural support team. Pupils make good progress as a result.
- In the KS1 class, the teacher's medium and short term planning is consistent with that of the mainstream school to ensure that the pupils have good opportunities to benefit from the literacy and numeracy hours. They are developing appropriate competencies in these areas.
- Work in other subjects is planned according to NC requirements, but this is often unsuitable for pupils in the reception year and the majority of others who have not yet achieved the desirable learning outcomes for pupils under five.

- Lessons are well planned and organised, but are often formal, permitting little choice of free activities to help pupils develop appropriate social skills and learn to play with each other. Insufficient opportunities are created for pupils to be included in early years activities to promote the development of physical, creative and social skills, and integration into mainstream activities.
- Assessment in this class follows the procedures adopted in the rest of KS1 but, overall, this is not always appropriate to assess progress and plan for the future needs for this group of pupils.
- In the KS2 class, tasks given to pupils are well planned and organised. They have a full range of curriculum experiences as their teacher's planning is completed in conjunction with mainstream teachers and relates effectively to work undertaken by pupils of their age.
- Pupils benefit from being included in many mainstream class activities, including the spelling groups, for subjects, including art, and for outside visits to places of interest. Although the standards pupils achieve are below that expected of pupils of their age, good progress is made by all commensurate with their abilities.
- Pupils undertake homework tasks to improve their reading and mathematical skills with enthusiasm. Pupils' work is carefully marked. Assessment tasks that are similar to those used by the mainstream and teachers effectively ensure that work is matched to pupils' needs in all subjects.
- Overall, pupils enjoy coming to school and are effectively assisted to mix with other pupils during break times through a well-established buddy system. Y6 pupils take their responsibilities in this respect seriously.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of partnership with parents and community, schools and other institutions is very good.

- The headteacher places much emphasis on good relationships throughout the school community and formal and informal contact between parents and staff occur regularly. Responses to the pre-inspection questionnaire and meeting showed that the vast majority of parents are appreciative of the work of the school. They value the openness of the school and the approachability of the staff.
- The quality of information provided to parents is a notable strength of the school. The school produces an informative prospectus and regular newsletters keep parents well informed about school matters, for example the damaging effects of lateness and absence; a translation facility is available for home visits when absence is a problem.

- Time and effort is invested in encouraging parents in the education of their children. The programme of curriculum meetings, workshops and family literacy and numeracy courses is well attended and beneficial. Teachers give their time generously to run a computer club for parents. The computer suite is available for their use during morning sessions. The school regularly acknowledges the support parents give to their children: parental successes are celebrated at family assemblies. Parents support the school's positive behaviour management policy. The Coping with Kids course run by the Behaviour Support Unit is very well attended. Parents carry the strategies through from school to home to help in their dealings with their children.
- The PTA is very active. It organises fundraising and social events and provide generous financial support. Funds raised are used to pay for swimming lessons and transport, and to purchase resources, for example television sets and PE equipment.
- A significant number of adults make positive contributions to the life of the school. They provide good quality support that is highly valued by the school. They assist teachers in the classrooms, on school visits and with sport. Trained volunteer readers regularly hear pupils read and a governor regularly takes assemblies.
- The school is an integral part of the community. School activities such as concerts, assemblies and celebrations are open to invited members of the community and are well attended. Educational visits and visitors from the community enhance the pupils' learning. Pupils support charities and raise funds for people less fortunate than themselves. They have been successful in competitions, for example Newport in Bloom and designing an anti-vandalism poster. The choir goes out into the community to entertain residents at a local complex.
- Good links exist with a neighbouring primary school and the comprehensive school to which the majority of pupils transfer at the end of KS2. Transition arrangements are well established. Effective joint liaison ensures good pastoral and academic links. The school is in partnership with an initial teacher training institution and provides work experience, training and workshops for student teachers.

5.7 Partnership with Industry

Although there is no written policy the school's partnership with industry is good.

- The school has established a number of useful links with industry, some of which have involved visits resulting in interesting project work. Pupils' experiences include visits to a power station. Good use is made of these experiences in their work in science, history and DT and in increasing their environmental awareness. Pupils throughout the school are involved in designing and making a Mosaic for the Centenary

- Educational visits and visitors from the community help to increase the pupils' awareness of the world of work both past and present.
- The school benefits materially from its links with a small number of commercial and industrial establishments.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good. The school is building upon its significant development since the last inspection and has generated an effective culture of self-improvement.

- The school's assessment report provides a clear and accurate analysis of standards and the quality of educational provision. A number of relevant initiatives have been taken to address identified issues in order to improve standards in the core subjects and pupil performance across the curriculum.
- The headteacher has a good understanding of the needs of the school and the way forward. Staff are appropriately involved in the self-evaluation process, open to new ideas and willing to take on new initiatives. The governing body is kept well informed and has a clear insight into the school's aims, achievements and educational provision. Staff and governors work closely together towards ensuring high standards in pupils' achievements, a high quality of educational provision, and enhancement of the learning environment.
- The SDP is a comprehensive document that reviews the success of earlier targets and provides a solid foundation for further improvement. It outlines priorities that are concerned with improving standards. It identifies action to be taken and gives appropriate attention to timescales, criteria for success and resource and staff training implications. Priorities and progress towards targets is kept under review. Information gained from subject leaders and the monitoring and evaluation of standards informs the SDP. The school now needs to ensure that priorities are more narrowly focussed on specific concerns.
- The school makes good use of test results and external assessment data and comparative information. Based on this process, challenging and measurable targets for further improvement have been established. The school has gained considerably from the support of local authority advisory staff.
- The headteacher and senior staff are involved in the regular monitoring and evaluation of teaching and learning. Subject leaders undertake their responsibilities conscientiously, providing support for colleagues and leading school-based in-service training. They appraise standards in samples of pupils' work and have developed moderation portfolios to assist teachers in their assessment of pupils' work and in ensuring appropriate standards in the subjects for which they have responsibility. The next stage identified by the school is to

make subject leaders for all foundation subjects more fully involved in the monitoring and evaluation of standards.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are very good. The school gives very good value for money.

- The school has appropriate aims, a commitment to equality of opportunity for all and a strong sense of purpose. The sense of community which permeates all aspects of its life is very good. The orderliness of daily routines and the quality of relationships between adults and pupils and among pupils are strong features of the school which all staff have worked to achieve. The school has a strong sense of community.
- The headteacher tackles her tasks conscientiously, with vigour, a sense of purpose and pride in the school. Her leadership and management skills are very good and she has ensured that all staff are valued; a good team spirit exists. The recently appointed deputy headteacher has yet to be given a clearly defined role in the management of the school. A senior management team meets when necessary to discuss significant issues.
- Staff operate as a cohesive and professional team and give of their own time outside school hours to provide additional enriching experiences for pupils. Staff meetings occur weekly and are a forum for regular curriculum review and INSET sessions. Key Stage staff meet weekly to discuss current concerns and monitor progress.
- The governing body is supportive, involved in the life and work of the school and well informed. It has a positive impact on the school's progress and development.
- The budget is well managed and controlled and financial priorities are identified. Budget setting relates clearly to the school's educational objectives and priorities identified in the SDP. Expenditure is carefully monitored and evaluated and financial planning is thoughtful and well targeted. The school is efficient at gaining available funds and using long term financial planning to improve the quality of the learning environment.
- Administrative procedures are clear and operate efficiently and effectively. The school runs smoothly.

6.3 Staffing, Accommodation and Learning Resources

Provision of staffing, accommodation and learning resources is good.

- Teachers are suitably qualified and provide the school with a range of skills and experience. All are provided with job descriptions, subject to regular review, for their curricular roles. Staff development is linked to initiatives identified in the SDP and teachers communicate their training experiences to others in the teaching team. Support staff assist teachers effectively and provide good levels of support for pupils. Administrative staff provide efficient support.
- The school building is well maintained, in a good state of repair and well cleaned. Striking displays of pupils' work enhance the appearance of corridors and classrooms and reflect a wide range of pupil activities. The building of a new entrance with an enclosed courtyard, early years outside play area and garden and a large and attractive seating area for pupils has considerably enhanced the facilities available and appearance of the school. Externally the playground surface is in a good state of repair and has been marked for pupils' games.
- The school has two main halls, one on each floor level, for KS1 and KS2. These are used for school assemblies, physical education and musical activities. The school benefits from having a large, well-used IT suite, equipped with data projector and a separate learning resource room. The accommodation is good given the number of pupils on roll and the size of the classrooms. Appropriate measures have been taken by the school to prevent unrestricted access to the main building and external gates are closed during the school day. The large playground is well used as a safe area by children of the community out of school hours
- Children in the early years have access to a well-equipped play area and well appointed toilet and shower facilities.
- Teaching and learning are well supported by a good range of resources. Subject leaders regularly audit resources and spending on books, material and equipment per pupil is above the national average.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

In the nursery, the educational provision has some weaknesses but there is evidence that the shortcomings can be put right.

Overall, nursery pupils are achieving satisfactory standards in the six areas of learning: language, literacy and communication skills, mathematical development, personal and social development, knowledge and understanding of the world, creative development and physical development.

The educational provision for the reception children, taken overall, is appropriate and promotes the desirable outcomes for children's learning. Standards achieved in the six areas of learning are good overall.

Nursery

Good features

- During small group discussion and story sessions many children listen attentively and are eager to respond. Children handle books appropriately and understand how they work. They refer correctly to the spine and front and back covers. Some children can write their names independently on their work and they understand that words and pictures carry meaning.
- Children can count and identify numbers to 5. They recognise simple shapes and understand that they have corners and sides. Children are becoming familiar with the concept of heavy and light: they understand that a jug of water is heavy and that beans will float.
- Children appreciate the beauty of living things. Most understand that seeds need water and light to grow. They are becoming familiar with the terms 'roots' and 'shoots' and use these in the correct context.
- Children demonstrate good handling skills when using small implements to cut and paste. They enjoy printing with fruit and refer correctly to colour choice for paint.
- Information technology is making a positive contribution to children's learning. They are beginning to discover how things work and enjoy sharing the printed outcomes of their efforts with others.
- Children clearly enjoy their music-making activities. During the daily opportunities provided they sing a good variety of action songs, rhymes, jingles and hymns in English and Welsh. Most follow the music well, recall words readily and interpret actions with enthusiasm. Children are able to identify and name a variety of musical instruments. They handle these with increasing confidence and are beginning to keep a steady beat.
- During their outdoor play children demonstrate developing balance, control and co-ordination in their movements. They use wheeled vehicles confidently and make good progress in their throwing skills. However, the practice of directing children to change toys during their play means the opportunity to negotiate, share or take turns is often lost.
- At the commencement of sessions some children go willingly to the book area where they clearly enjoy browsing and sharing books with adults. The limited number of books available, however, means they have little opportunity to discuss choices or make comparisons.

Shortcomings

- The organisational pattern of nursery sessions, which involves a timed cycle of movement between adults and rooms, means children have insufficient opportunity to focus their attention, persevere with tasks and fully benefit from the experiences provided.
- Opportunities for children to apply and improve their developing mathematical language knowledge and understanding during play, practical activities and social occasions are underdeveloped.
- During creative and other focused activities, children have insufficient opportunity to exercise initiative and make independent choices of their own. There is some imbalance between teacher-directed activities and those planned by the children themselves.
- The listening skills of some children are limited and they quickly lose concentration when placed in a large group situation. Opportunities for the development of appropriate turn-taking strategies when speaking and listening in this context need further attention.
- Adult intervention into exploratory activities, such as out-door or water play, varies and does not always fully explore opportunities to enrich and extend pupils' learning. Staff do not always encourage children to think for themselves.
- Limited use is made of on-going observation and assessment as a means of gathering information to identify children's future learning needs.

Reception

Good features

- Throughout reception, children make good gains in vocabulary development. They are familiar with the names of authors and titles and are able to empathise with characters in familiar stories and poems.
- In the mixed reception class, a few children are beginning to research information for themselves. Many are able to apply their early writing skills independently during role-play where they confidently devise lists, write invitations, address envelopes and post letters to friends.
- Several pupils have made a positive start with reading and they progress well. In both classes children read confidently during their literacy sessions. They handle books appropriately and make every effort to discuss the contents with adults.
- Children can spell and write simple words unaided. They handle writing materials sensibly and their letter formation develops well: most move steadily towards independence. Children work well together to devise lists of words on the

magnetic board: they talk confidently about their work and are becoming aware of the purpose of punctuation.

- Throughout reception, children make steady progress in their understanding of number. Many count confidently to 100 and use number fans competently to identify numbers to 10 or 20. Some children are developing a good understanding of simple addition and subtraction and record their work well. Children's concept of heavier and lighter is developing appropriately. Through careful questioning and an appropriate range of activities, they are beginning to explore possibilities, and check predictions. They make good gains in early mathematical language.
- Children's personal and social skills develop well. Daily routines are well established and children show interest and enthusiasm for their work: the majority will persevere to complete tasks. They work well together, show concern for each other and are eager to assist adults. When using the computer, children co-operate well: they are becoming increasingly adept at using the mouse.
- Children talk with enthusiasm about their families and people who help them. They are beginning to develop an appropriate vocabulary and show an increasing awareness of the importance of their environment. Older pupils are aware of how the lighting in homes has changed over time: they are able to build time lines of household telephones successfully. Younger children can confidently discuss materials and some of their uses and they are able to identify differences within the structure of their school building.
- Children sing with enthusiasm and have good recall of hymns and songs. They enjoy talking about their own work and that of famous artists. They observe objects carefully when drawing and sketching the results of their mathematical investigations.
- The newly developed outside play area provides children with regular opportunity to improve their physical control, awareness of space and manipulative skills. They respond confidently and with obvious enjoyment. In physical education lessons they follow instructions readily and demonstrate developing control and agility when using small apparatus. They show independence in dressing skills and in the handling of small equipment.

Shortcomings

- There are no major shortcomings.

Welsh

English

Standards of achievement in speaking and listening and reading are good in both key stages. In KS1 standards in writing are good: in KS2 they are very good.

Good features

- The thorough planning and whole-school approach to the organisation and management of the literacy sessions contributes positively to the standards achieved, particularly at KS2. Implementation of agreed structures are systematically monitored and pupils benefit from the continuity provided in classroom routines and practices.
- Throughout both key stages pupils make steady progress in the development of their speaking and listening skills.
- In KS1, pupils contribute enthusiastically to discussion in class. During their big book work they focus appropriately on texts and talk confidently about characters, punctuation, book conventions and the structure of poetry. Their recall of earlier learning is good and they make every attempt to explain their thoughts and ideas when responding to questions by their teachers. By the end of the key stage more confident pupils speak fluently and with developing expression: they use a good range of vocabulary.
- In KS2, the majority of pupils listen attentively and are beginning to adapt their speech to a widening range of demands.
- Pupils in Y3 are able to outline in detail how they approach specific tasks. They make very good gains in vocabulary and are developing appropriate strategies when formally addressing their peers.
- Older pupils in KS2 are able to provide sound ideas for organising and developing their writing. They explore ideas, clarify issues, offer explanations and employ relevant vocabulary.
- In KS1, pupils build steadily on the early appreciation of poetry and fiction instilled in reception. Their shared reading experiences contribute positively to pupils' confidence in identifying key words and the significant aspects of a story. Many move steadily towards the use of a variety of strategies to help them interpret unfamiliar words and search for appropriate meaning. Some are beginning to predict outcomes.
- In KS2, pupils continue to read a range of texts with increasing accuracy. Younger pupils read their own work well: their responses to shared texts by techniques such as empathy and character study develop well. During their group reading sessions pupils respond with enjoyment and interest. Many are able to predict events, apply inference and deduction, and locate and retrieve information from a variety of sources.
- Throughout both key stages pupils write with increasing confidence for a variety of purposes and in a suitable range of forms.

- In KS1, pupils develop early independence in their writing. Younger pupils are beginning to apply simple punctuation and the majority are aware of the importance of spacing words for the reader. In the mixed-age class, pupils can effectively extract information from their readers and record their findings. By the end of Y2, pupils make good attempts at spelling a good range of words independently. They apply their developing vocabulary effectively to their writing and are becoming aware of the correct use of tense.
- Throughout KS2, pupils make good progress in their ability to plan, draft, revise and present their writing. They have a sound understanding of how ideas are sequenced and structured and begin to introduce some imaginative vocabulary choices. Many are able to transfer strategies sensibly to their writing across the curriculum and make good progress. By the end of the key stage pupils produce some extended writing of very good quality.
- Pupils develop a cursive style of handwriting from the earliest stages. Throughout the school, but particularly at KS2, standards of presentation of pupils' work are consistently good. Spelling is systematically taught in specific groups for a set period each day and pupils make good progress.
- Pupils are very effectively supported in the development of their writing by the sharing of clear objectives and constructive marking, which provides clear guidance about how they might develop ideas and improve their work.

Shortcomings

- In the Y1 class, and to a lesser degree in Y2, a significant minority of pupils display a reluctance to listen attentively to their teachers and the views and responses of their peers: turn-taking strategies are not always consistently reinforced.

Mathematics

Standards of achievement in mathematics are good in both key stages.

Good features

- In both key stages, pupils are making progress in their understanding of number calculating accurately.
- In KS1, pupils are developing a good understanding of place value and can add and subtract using one and two digit numbers. They count in sequence and are able to use different number patterns. Pupils are able to carry out mental calculations accurately and have a secure recall of number facts. More able pupils explain methods of calculation.
- Pupils in KS2 are developing good mental strategies in number calculations. Pupils are developing good vocabulary skills and can explain their calculations using

appropriate terms. At the end of the key stage, pupils understand decimal notation, positive and negative numbers and problems using simple algebra.

- In both key stages, pupils can describe the properties of two-dimensional (2D) shapes. Pupils in Y2 recognise the properties of 2D shapes and the differences between them.
- In KS2, pupils measure accurately and calculate the areas and perimeters of shapes. At the end of the key stage, pupils make sensible estimates of length and use standard measures appropriately to check their results. Pupils are able to describe angles and draw them accurately. Pupils are familiar with 3D shapes and calculate volume using appropriate measures.
- In both key stages, pupils are developing a secure knowledge of standard measures to support problem-solving activities and are able to present and interpret data using diagrams, tables and graphs appropriate to their age and ability.
- KS1 pupils are able to classify objects using criteria related to their properties, while those in KS2 use a wider range of graphs and diagrams appropriately to represent data. Block and line graphs and computer-generated graphs feature in pupils' work linked to a number of curriculum areas.

Shortcomings

- There are no significant shortcomings, although problem-solving tasks, particularly at the end of KS2, do not effectively support the development of pupils' individual and group investigative skills.

Science

Standards of achievement are good in both key stages.

Good features

- Throughout both key stages, pupils have a good recall of previous learning and are able to share their understanding. They are able to use appropriate equipment sensibly and to make observations about their tasks. They show a keen interest in their scientific work, are able to make predictions and recognise the need for a fair test. They are able to take careful measurements and record them appropriately using tables and graphs.
- In both KS1 and KS2, teachers take pains to ensure that all pupils record their work in speech and writing using relevant scientific vocabulary.
- Pupils in both key stages make good use of information technology to present and analyse information, for example in the use of a light sensor to test materials for their ability to let light pass through, or the measurement of cooling rates, or making graphs for the analysis of sound patterns.

- In both key stages, pupils recognise the need for a fair test and those in KS2 have a good understanding of the reasons for keeping certain variables constant while changing others. They can follow the scientific process of predicting, experimenting and drawing conclusions relevant to their stage of development. They show good skills in communicating the results of their enquiries. Pupils are able to use the results of their investigations to enhance their understanding of scientific concepts.
- Pupils in KS1 show good skills in sorting and classifying scientific information, for example by sorting actions according to the force applied and by sorting materials into groups based on similarities and differences.
- Through their investigation into air resistance, pupils in KS2 show a good ability to use and analyse line graphs and to check measurements by repeating them. The averaging of results would improve accuracy further.
- Through their study of a local canal habitat, pupils in KS2 show a good understanding of feeding relationships in an ecosystem and can identify and assign plants and animals to groups by making and using keys.

Shortcomings

- Although pupils in both key stages are involved orally in making decisions, there is little evidence that they are regularly involved in turning their own ideas into a form that can be investigated, in formulating questions, hypothesising and researching independently. As a result the recorded work of whole classes tends to be very similar.

Welsh second language

Standards of achievement in Welsh as a second language are good in both key stages.

Good features

- Pupils in both key stages confidently use a good range of words and phrases. Their pronunciation is generally good and the range of their vocabulary increases steadily.
- In KS1, pupils recognise colours, describe themselves and the weather and count accurately. They are learning a range of words and phrases in a variety of contexts. Pupils in KS2 develop their vocabulary so that they are able to describe their families and places they have visited and express likes and dislikes.
- Reading skills are developing appropriately in both key stages. Pupils understand words and phrases displayed in classrooms and more able pupils in KS2 read sentences in books. Pupils read with appropriate expression and are aware of tenses and mutations.

- Written work in Welsh is varied and attractively illustrated. In KS1, pupils write descriptions of their families and describe features of houses. In KS2, they write detailed personal descriptions, poems and book reviews and use word processing skills to present their written work. Comments by teachers in pupils' books are written in Welsh and support language development.
- Incidental Welsh is used extensively by teachers in a variety of situations and pupils respond appropriately.
- Visits to historical sites, visitors to the school and participation in celebration support language development.

Shortcomings

- There are no major shortcomings. However, some vocabulary sessions are too long and lack variety. The slow pace of some of these sessions affects pupils' standards of achievement.

Design and technology

Standards of achievement are good in both key stages.

Good features

- In all classes, pupils are encouraged to draw plans of what they wish to make. They list materials and carry out evaluations of their work.
- Tasks grow in complexity as pupils move through the school and work is carefully finished in both key stages
- Pupils are given a wide range of experiences in creating objects from different materials. Work includes making musical instruments, food technology, and textiles and is well linked to cross-curricular themes.
- Younger pupils investigate moving models through using construction kits.
- Appropriate emphasis is placed on researching products and using the information gathered when creating design plans. Collaborative work is well developed. Pupils are encouraged to engage in meaningful debate and in this way extend their knowledge and understanding of the technical vocabulary applicable to the subject.
- Design technology is used to solve a range of problems, including, in one class, designing a more interesting home for the class hamster. Pupils develop appropriate skills in using tools correctly, measuring and joining.

- At the end of KS2, pupils analyse the task, design task objectives, plan for the model and build prototypes. Good use is made of ICT to record data and to programme a sequence of events to make models work.

Shortcomings

- There are no major shortcomings.

Information technology

Standards of achievement are good in both key stages.

Good features

- Work in ICT is introduced at an early stage. Pupils in KS1 make confident use of computers and control the mouse to operate a number of programs.
- Good use is made of ICT to support work in subjects across the curriculum. Teachers devise purposeful and meaningful tasks that interest pupils and extend their learning.
- Pupils write simple programmes to send a programmable toy around a map to find treasure and explain how they do this using appropriate terminology.
- Pupils at this level make effective use of databases for research and to compile and record the results of their own investigations in graphical forms.
- By the end of the key stage, pupils transfer information from one source to another, combine text and graphics and create attractive and informative work in many subject areas.
- Pupils use the data-logger to investigate sound patterns and light intensity and the digital microscope to extend their knowledge in science. Good use is made of the digital camera.
- Older pupils are gaining a sound understanding of control technology and write simple programmes to sequence a series of events like lighting up the face of a clown or to activate the traffic lights constructed in design and technology.
- Very good use is made of the Internet for research about the local area and for science topics. Pupils designed and made a school website to be included in the Newport Intranet.

Shortcomings

- There are no major shortcomings.

History

Standards of achievement are good in both key stages.

Good features

- In both key stages, pupils' literacy skills are developed through their studies in history. Pupils are interested in the subject: they listen well, show a good recall of previous learning and use relevant language and vocabulary. Through extended writing and role play, pupils are able to communicate their understanding of historical events and situations in a variety of ways.
- Throughout the school, the effective use of time lines contributes to pupils' chronological awareness and enables pupils to recall facts about famous people and sequence events.
- KS1 pupils show a sound awareness of chronology and use appropriate vocabulary to describe the passing of time. Effective use of discussions, artefacts, photographs and visits about changing ways of life enable them to make the distinction between past and present in their lives and give reasons for classifying items as old or new. They are able to discuss similarities and differences between historical periods when related to everyday activities, for example Victorian classrooms or seaside holidays.
- Pupils in KS1 are able to develop early skills in historical enquiry through the use of a range of historical sources and are able to communicate their understanding and knowledge in a variety of ways including drama.
- Throughout KS2, pupils have a good sense of the social aspect of history and show empathy with characters and events. They have a growing ability to identify the causes and consequences of historical events, for example the reasons for Celtic occupation of hillforts and the impact of the Roman invasion, Victorian town life, the Chartist Uprising in Newport and the Swansea Blitz during World War II.
- Pupils in KS2 are able to use their research skills, in examining texts and through the use of the internet, to increase their understanding and knowledge of significant aspects of history, for example Celtic patterns.
- There is good reference to local history, especially at the end of KS2, drawing on important developments, key events and notable people, and identifying the causes and some of the consequences of events and changes.

Shortcomings

- Insufficient attention is given to historical interpretation. Consequently pupils are not fully aware of the different ways in which the past is represented and interpreted and the reasons for such varied viewpoints.

- At the end of KS2, pupils' ability to choose and incorporate information from a variety of sources within an investigational framework, including documentary and census material, could be further developed.

Geography

Standards of achievement in both key stages are good.

Good features

- Pupils' geographical skills, their ability to observe and collect information in the field, make and use maps at a variety of scales and apply appropriate vocabulary to their geographical studies are developed progressively throughout the school.
- Pupils in KS1 undertake fieldwork in the immediate locality in their study of traffic and its impact on the environment.
- In KS2, pupils use their knowledge of the local area in making meaningful comparisons with other places, for example Perthcelyn and Kesharpur in India. The focus of study is on considering similarities and differences in the geographical features observed.
- In their comparison of retail outlets along a local road and in a town centre, pupils in Y3 are able to develop good mapping skills. By the use of keys, they show a good understanding of the geographical processes that give rise to contrasting retail patterns.
- At the end of KS2, in their study of a local derelict site, pupils are able to formulate ideas on a specific geographical issue and recognise that people have different views about changes made to the environment.
- Throughout the school good use is made of maps and aerial photographs to support pupils' understanding of geography.

Shortcomings

- Pupils would benefit from greater emphasis on the development of analytical skills when interpreting geographical processes and explaining patterns observed.
- Pupils have a limited understanding of the theme of environmental change, of attempts to look after the present and safeguard the future environment through sustainable development, on a national and global scale.

Modern foreign languages

Art

Standards of achievement are good in both key stages.

Good features

- Although comparatively few lessons were observed in art, evidence from display work, sketchbooks and samples of work retained by the school indicates that appropriate attention is paid to designing, drawing, painting and printing. Pupils use a variety of media.
- Guidance for the teaching of the subject includes appropriate attention to the development of skills that teachers are expected to foster and develop over the two key stages. By the end of KS2, pupils express themselves freely and with confidence in a variety of techniques.
- Very good use is made of art to enhance work in other curriculum areas.
- Pupils experiment with colour, pattern, texture and shape. When working in the style of a well-known artist, they use these skills to create pictures that show thought and imagination.
- Studies from direct observation include self-portraits in KS1 and KS2, beautifully painted pictures of Newport castle and other prominent buildings in the town from various viewpoints.
- Currently, pupils are involved in a community project to design and make a large out door mosaic for the school. Three ‘artists in residence’ have helped children to design the panel and each child has made a section. Previously, pupils have been involved in designing and making a large hanging embroidery.
- Some good pencil work is undertaken, including the exploration of line and tone to create shadow and texture. Older pupils transfer pencil work and felt-tip work effectively to another medium to create clay tiles that will form a hanging panel in the school hall.
- Three-dimensional work includes the making of musical instruments from recyclable paper products and modelling snails and boxes from self-hardening clay.
- Pupils produce examples of work of high quality in all the media used.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement in music are good in both key stages.

Good features

- In both key stages pupils display enthusiasm in their singing. They have a good sense of rhythm and tune and appropriate attention is paid to breathing, dynamics and pitch.
- In KS1, pupils listen attentively and produce long and short sounds in response to visual stimuli. They are able to demonstrate long and short sounds, develop rhythmic body percussion patterns and produce vocal responses of varying pitch and duration.
- Pupils in KS2 sing and perform using tuned and untuned percussion instruments. They listen to the sounds and describe them using appropriate vocabulary. They discuss and evaluate their performance and suggest improvements.
- They are developing skills in playing a range of instruments with increasing dexterity and control. During a recent celebration of 'World Music Week' pupils in both key stages performed on a variety of instruments that they had made themselves.
- Pupils' performing skills are supported by extra-curricular activities which include the recorder club and participation in the school choir.
- Visits to the school by musicians and by musical groups provide opportunities for pupils to listen to an increasing range and variety of music. Pupils' musical experiences include the music of Wales and other cultures.

Shortcomings

- There are no major shortcomings, although more use could be made of ICT to select and alter sounds using a keyboard.

Physical education

During inspection no dance lessons were being taught. In the single lesson of gymnastics observed standards were good. In the games sessions observed standards were good overall.

Good features

- Throughout both key stages, pupils understand the need to warm muscles before vigorous movement: the majority have a good understanding of the effect of exercise on their bodies. In Y3, pupils regularly record the results of their attainments and strive hard to build effectively on previous performances.
- Pupils in KS1 approach their lessons confidently. They work hard to improve their throwing and catching skills and, in Y2, devise some imaginative strategies when working in pairs. Many demonstrate increasing control and coordination as they progress through the key stage.

- During their games sessions outdoors, the majority of pupils in KS2 use space sensibly and follow instructions well. They work hard individually and in pairs to improve their skills in striking, sending, receiving and travelling with a ball.
- In Y3, pupils' attacking and defending skills develop well. The majority handle equipment correctly and appreciate the need for safety. They are developing a good understanding of rules.
- Pupils in Y5/6 use apparatus successfully to perform sequences of movement demonstrating varied balances. They handle equipment appropriately and check for safety. Some pupils are able to evaluate their own movements and those of their peers.
- In KS2, pupils are given opportunities to develop physical skills in outdoor and adventurous activities. Those in Y5 and Y6 attend a local leisure centre to receive instruction in swimming and the majority progress well.
- Pupils have access to a good range of extra curricular sporting activities. These are well supported and make a valuable contribution to pupils' skills and fitness.

Shortcomings

- Pupils in KS1, particularly the younger ones, need more opportunity to talk about their efforts and to make simple judgements about how work can be improved.
- A significant number of younger pupils in KS2 experience difficulty with their catching skills.

Religious education

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils are developing a sound appreciation of the significance of special places: their recall of visits and factual information is good.
- Younger pupils talk with assurance about people who help them. They appreciate the importance of friendship and of sharing with and helping others.
- In Y1, pupils learn to discuss their feelings through focused lessons and specific stories. They are beginning to understand the way others feel and are eager to share their thoughts and ideas.
- In both key stages pupils develop an awareness of Christian practices alongside those of other faiths. Pupils' well-written and illustrated responses to topics, visits, stories and ideas are often well presented and generally of a good standard.

- In KS2, younger pupils have a good understanding of the importance of food in religious celebrations. They plan and record their work well.
- In the Y4/5 class, pupils have successfully researched information on persons involved in translating the Bible. Their written work, which is produced in a variety of forms, is of a good standard.
- Planned visits to places of worship and the good links that have been established with the local church enhance pupils' knowledge and understanding. In Y3, pupils successfully devise their own questions about 'special places' and their accounts of celebrations contain interesting detail.

Shortcomings

- There are no major shortcomings.

Religious studies

Personal and social education

Not applicable for this report.

Business studies

Not applicable for this report.

Child development

Not applicable for this report.

Classics

Not applicable for this report.

Community Languages

Not applicable for this report.

Computer studies

Not applicable for this report.

Drama

Not applicable for this report.

Economics

Not applicable for this report.

Electronics

Not applicable for this report.

Geology

Not applicable for this report.

Health education

Not applicable for this report.

Home economics

Not applicable for this report.

Humanities

Not applicable for this report.

Keyboard skills

Not applicable for this report.

Latin

Not applicable for this report.

Law

Not applicable for this report.

Psychology

Not applicable for this report.

Sociology

Not applicable for this report.

Vocational education

Not applicable for this report.

Other(s)

Not applicable for this report.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The last inspection report of June 1996 identified 6 key issues for action. These required the school and governing body to secure the following:

1. improvement in the leadership and management of the school, particularly to promote staff team work throughout nursery/infants' and junior sections and the whole-school role of the curriculum co-ordinator;
2. improvement in standards in KS2 in physical education, science and technology;
3. improvement in the planning of teaching, particularly in the identification of learning objectives;
4. further development of the system for assessment and recording;
5. improvement in the use of facilities and resources to support teaching and learning;
6. satisfactory fulfilment of the statutory requirements for collective worship, and the publication of a policy for sex education.

Through the implementation of an appropriate action plan there is clear evidence of improvement in all of the above issues.

- The current headteacher took up her post in the September following the inspection. Through the implementation of the action plan and other initiatives she has shown very good leadership and management skills and has taken the school forward in all aspects of its life and work. Key features include a consistency of expectations throughout the school, well-defined processes and procedures building on a strong sense of community in which all are valued. Team work among the staff is very good. Subject leaders have clearly defined roles which they undertake with diligence and professionalism; they have made and continue to have a significant and positive impact on standards throughout the school.
- Standards in KS2 are consistently good across the curriculum. Standards in physical education, design and technology and particularly science are good throughout the key stage.

- Curriculum policies are in place for all subjects and are supported by detailed plans of a very good quality. These clearly indicate learning objectives as well as subject specific and key skills. In all lessons observed as well as in planning documents, learning objectives were clearly identified and transmitted to pupils. Lessons commenced with a clear identification of purpose and concluded with an evaluation of outcomes achieved.
- The system of assessment and recording in the school is of a very good standard. The school has an efficient, effective and manageable system for ensuring that work is well matched to pupils' needs that is subject to regular review and modification. Pupils are involved in the assessment process through self-evaluation and, through the use of a range of processes, their progress is well monitored. Tracking and target-setting procedures are firmly in place.
- The school is well resourced with equipment, books and computer equipment. Each classroom in KS1 and KS2 is suitably equipped with overhead projector, large chalkboards or similar, several computers and a range of textual materials. Teachers plan and resource their lessons well and use the good range of resources available to support pupils' teaching and learning.
- There is a published policy for sex education that is the result of consultation between all interested parties. The school fully meets its statutory requirements for collective worship. The contribution of collective worship to pupils' spiritual, moral, social and cultural development is very good.
- The school has made substantial improvements since the last inspection. The combination of very good leadership and management by the headteacher, the commitment of good quality teaching staff and ancillary staff, and the support of the local community and local authority advisory staff have made a considerable difference.

8.2 Key Issues for Action

In order for the school to continue with its progress there is a need to:

- maintain the quality of its current provision and quality of education;
- improve standards in the nursery and KS1 special needs class, which are currently satisfactory, through;
 - improvement in the use of observation and assessment to fully identify pupils' short-term learning needs;
 - a more flexible approach to the management and organisation of teaching and learning;
- improve levels of attendance and especially punctuality.

APPENDIX

A. Basic Information About the School

Name of School	Crindau Primary
School type	LEA maintained
Age -range of pupils	3 - 11
Address of school	Ailesbury Street, Newport
Post-Code	NP20 5ND
Telephone Number	01633 858268

Headteacher	Mrs G. Herritty
Date of appointment	September 1996
Chair of Governors/ Appropriate Authority	Cllr. R.Poole
Registered Inspector	Mr. A. Fear
Dates of inspection	21 - 24 May 2001

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	72	37	42	27	49	42	37	35	307

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	1	14.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25 :1
Pupil : adult (fte) ratio in nursery classes	13 :1
Pupil : adult (fte) ratio in special classes	5 :1
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2001	89	92	94	92
Summer 2000	91	91	92	91.21
Autumn 2000	92	93	93	93

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1 : 2000

National Curriculum Assessment KS 1 Results: 2000			Number of pupils in Y2: 49					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	4	17	77	2	0
		National	(	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	4	15	67	13	0
		National	(	4	14	57	25	0
	Task/Test	School	0	4	21	62	13	0
		National	(	4	14	56	26	0
EN: Writing	Teacher Assessment	School	0	12	17	69	2	0
		National	(	5	14	70	11	0
	Task/Test	School	0	4	19	73	4	0
		National	(	6	11	74	9	0
EN: Speaking and listening	Teacher Assessment	School	0	4	21	75	0	0
		National	(	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	2	17	71	10	0
		National	(	2	10	65	23	0
	Task/Test	School	0	6	17	56	21	0
		National	(	2	7	63	27	0
SCIENCE	Teacher Assessment	School	0	2	17	73	8	0
		National	(	2	11	70	17	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh(first language) according to teacher assessment			
In the school inc SNU :	75	In Wales:	78
In the school exc SNU:	81	In Wales:	78

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
A pupils who were absent from the tasks

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2000

National Curriculum Assessment KS 2 Results: 2000							Number of pupils in Y6: 45						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0		0	0	7	31	56	7	
		National	0	0	1		1	1	6	21	48	22	
	Test/Task	School	0	4	0	0			0	27	56	13	
		National	0	2	1	1			5	17	48	26	
Mathematics	Teacher assessment	School	0	0	0		0	0	2	44	38	16	
		National	0	0	1		0	1	5	22	47	24	
	Test/Task	School	0	0	0	0			9	36	33	22	
		National	0	2	1	1			5	22	44	25	
Science	Teacher assessment	School	0	0	0		0	0	0	33	58	9	
		National	0	0	1		0	0	4	17	53	25	
	Test/Task	School	0	0	0	0			0	31	56	14	
		National	0	2	0	0			3	14	55	26	

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:	53	In the school:	53
In Wales:	64	In Wales:	63

- 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
N Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

D. The Evidence Base of the Inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. Fifteen parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 120 questionnaires returned by parents were analysed. A team of 5 gave 15 inspector days to the inspection, in the course of which formal observations were made of 62 lessons or part-lessons. In addition, 30 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr. A.D.Fear	1.0 The School and its Priorities; 2.0 Main Findings; 3.1 Standards achieved in the subjects and Areas of Learning; 5.1 Teaching; 6.1 Quality of Self-Evaluation and Planning for Improvement; 6.2 Leadership and Efficiency; 6.3 Staffing, Accommodation and Learning Resources; 8.1 Progress since the last inspection; 8.2 Key issues for action.	Science History Geography
Mrs V.Howells	5.4 Support, Guidance and Pupils' Welfare; 5.5 Provision for Pupils with Special Educational Needs.	Design & Technology Information Technology Art
Mrs. P.Williams	4.1 Pupils' Spiritual, Moral, Social and Cultural Development; 5.2 Assessment, Recording and Reporting;	Early Years English Physical Education Religious Education
Mr. D. Howells	3.2 Standards achieved in the Key Skills across the Curriculum; 5.3 Curriculum;	Welsh second language Mathematics Music
Mrs.C.Lewis	4.2 Behaviour and Attitudes;	

	4.3 Attendance; 5.6 Partnership with parents and community, schools and other institutions; 5.7 Partnership with industry.	
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