

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**DURHAM ROAD JUNIOR SCHOOL
DURHAM ROAD
NEWPORT
N19 7DS**

SCHOOL NUMBER: 680/2006

DATE OF INSPECTION: 26TH - 30TH JANUARY 2004

BY

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REGISTERED INSPECTOR: WO17669

DATE: 15TH MARCH 2004

UNDER ESTYN CONTRACT NUMBER: C/T/161/03P

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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.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

AT	-	Attainment Target
CoP	-	Code of Practice
EAL	-	English as an Additional Language
EBP	-	Education Business Partnership
EO	-	Equal Opportunities
EWO	-	Education Welfare Officer
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
LEA	-	Local Education Authority
LSA	-	Learning Support Assistant
NafW	-	National Assembly for Wales
NC	-	National Curriculum
NQT	-	Newly Qualified Teacher
PSE	-	Personal and Social Education
PTA	-	Parent Teacher Association
ROA	-	Record of Achievement
SAT	-	Standard Assessment Test
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Durham Road Junior School shares a site with the Durham Road Infants School. It is situated close to the M4 in a densely populated urban area of Newport within one mile of the city centre. Pupils are housed in a large Victorian two-storey building comprising twelve classrooms and originally constructed in 1894. Two additional classrooms are located on the first floor of an Annexe building running adjacent to the main building. The school is bounded on all sides by a busy road system and a single large tarmac playground is shared with the Infants School. A school canteen is located 200 metres from the main building on a separate site. The school has access to no school playing fields and uses the Glebelands sports facilities approximately one mile away. A small tarmaced area in one corner of the playground is fenced off and planted on two sides and serves as a quiet area for pupils.

The school has been a priority for rebuild since the time of unitary authority re-organisation and the present Council is currently considering a PFI project and planning application submitted by a private company to relocate both school's onto the Glebelands site. If permission is granted the new schools will be due to open in September 2005. In a recent visit by the Council the Junior School building was described as 'unfit for purpose.'

The catchment area for the school is relatively small in geographical terms because of the high population density. There has been a change in the socio-economic status of the catchment with a rising number of one-parent families and open relationships. Currently there are 360 pupils on roll in 13 classes, with 14 teachers two of whom job share. The current head was appointed in September 2002 and is supported by a deputy head and a 'leadership and support team' [LAST] consisting of four year group team leaders.

Class sizes are within government guidelines. The percentage of children on free school meals is 15% and the school currently has 55 children on its SEN register and 6 pupils have statements of SEN. Additionally, there are 18 pupils on School Action Plus and a further 31 pupils on School Action in line with the Code of Practice. There is a growing number of pupils from ethnic minorities particularly those from Somali, Pakistani, Russian, Arabic and Turkish backgrounds. A small number of pupils come from the homes of asylum seekers. There are no pupils who are natural Welsh speaking.

The governors and staff have worked very well together to produce a mission statement and an SDP which highlight the school's short and long term priorities. The school mission is to 'aim for the highest standards of education for each individual pupil' and to have a 'positive regard for children's attainment' and to focus on creating a 'positive regard for children's attitude and behaviour to their academic work and development of citizenship and moral values.' Current SDP targets are linked directly to raising standards, particularly those that concern teaching and learning; increasing self review and school evaluation strategies and to extending current monitoring, evaluation and review processes. In all these aspects the school has been hugely successful. The school was last inspected in the Autumn term of 1998.

2. MAIN FINDINGS

The main findings of the report

This is an outstandingly effective school. The academic standards achieved by the pupils are excellent because of the consistently good teaching. It is a very good school serving its pupils and their community with distinction. Standards are at or above the national average in the NC core subjects; the quality of provision is generally very good and school leadership and management is innovative and highly effective.

- Standards of achievement overall in the school are 100% satisfactory or better, of which 59% is good and 37% very good.
- Standards in the different subjects are as follows:

	KS2
English:	
Speaking	Very Good
Listening	Very Good
Reading	Very Good
Writing	Very Good
Mathematics	Very Good
Science	Very Good
Welsh second language	Good
Design and technology	Good
Information technology	Satisfactory
History	Very Good
Geography	Very Good
Art	Good
Music	Good
Physical education	Very Good
Religious education	Good

- Pupils' achievement and progress in the key skills of listening, speaking and writing across the curriculum are very good. In reading they are good; they are satisfactory in numeracy and unsatisfactory in ICT.
- Spiritual, moral, social and cultural development is very good. Pupils are provided many structured and sympathetic opportunities to understand various religious faiths and to gain an awareness of differing beliefs and religious customs. Overall, pupils' personal and social skills are developed very well and their relationships with peers and adults are very good.
- Behaviour and attitudes to learning are very good. Pupils are very courteous and highly responsible in their actions and opportunities to demonstrate initiative are many and varied.

- Attendance is satisfactory. Nearly all pupils arrive punctually in school, allowing lessons to start promptly. A small minority of pupils arrive late but they do not cause disruption to the learning of others and are received into lessons quickly and quietly.
- The quality of teaching overall is 100% satisfactory or better, of which 44% is good and 42% very good. There is clear evidence of very good practice across the whole school and very good practice in every year group.
- Teachers prepare for their lessons very well and also plan effectively together in year groups with regard to medium and long term curriculum planning. They have a sound knowledge of the statutory curriculum and display confidence in teaching all the subjects across the curriculum. When specialist subject teaching occurs it raises standards and demonstrates best practice.
- Classes are managed very well and lessons are always orderly and well structured.
- A variety of teaching strategies is used but much of the work is teacher directed. There are opportunities for pupils to work independently and take responsibility for their own learning and the school leadership team is planning to extend this more systematically throughout the school.
- The provision for differentiation is consistent between classes and is nearly always by outcome, except in mathematics where setting occurs. Less able pupils requiring individual attention in numeracy and literacy gain very good support in class and via withdrawal sessions from specialist teachers.
- Arrangements for assessment, recording and reporting are very good; the quality of marking and feedback is also of very good quality and gives pupils clear guidance on how they are progressing. Initiatives by the school to provide parents with regular information about their child's progress are welcomed and annual written reports are of high quality and offer helpful and informative diagnostic feedback to pupils and parents.
- The school offers pupils a broad and balanced curriculum, covering all aspects of the NC. It is enhanced by a huge range of very good quality extra-curricular activities, including cultural visits to places of interest, field trips, competitive games and participative sporting activities. There is, however, unsatisfactory attention paid to the development and delivery of ICT as a key skill across the curriculum.
- The role of the curriculum co-ordinator is developing very well and much progress has been made since the last inspection. Some curriculum co-ordination is exemplary and demonstrates the desire of the head and his school leadership team to promote curriculum innovation and encourage the highest levels of subject leadership and teaching delivery.
- There is a very caring ethos in the school and the provision for support, guidance and pupils' welfare is also very good.
- The quality of provision for pupils with SEN is very good and tasks are always matched appropriately to individual pupils' learning needs and stages of development.

- The school's partnership with parents and community, schools and other institutions is very good; with industry it is good. Efforts are made to communicate regularly with parents, some of whom make a valuable contribution to the life of the school.
- Staffing and resourcing learning are both very good. However, the physical accommodation constrains the quality of teaching and learning and only innovative use of space and a high level of commitment and teamship from all staff compensates for what is essentially a totally unsuitable building for teaching and learning in the 21st century.
- Donations from the PTFA enable the school to maintain good levels of equipment for the classrooms. The provision of a substantial number of laptop computers linked to the LEA network has helped considerably in increasing IT provision in the school.
- The decision by the head and GB to appoint a number of part time teachers, NNEB's and classroom support assistants of high calibre has helped increase the quality of the teaching and learning support. This level of provision and the decision by school management to build a flexible, well qualified and highly committed staff has raised standards and is a feature of the school.
- The head and his 'leadership and support team' [LAST] exhibit the highest quality leadership for the school and show real vision, innovation and creativity in all they do. The head exercises a very good overview of school management and administration and the deputy head also undertakes much valuable work especially linked to the personal and pastoral development of staff. Together they form an outstanding partnership and are ably supported by a hard working, experienced and very able senior leadership team.
- Daily routines are organised effectively. Administrative and support staff all work extremely well together and contribute greatly to the smooth running of the school.
- The GB is well informed and led very effectively by its chairperson. Overall, the school benefits from strong support by the GB and this has a positive impact on the school's development. Resources are managed efficiently by the GB and priorities for expenditure are always linked carefully and systematically to the educational priorities identified in the SDP. The targets for improvement identified in the SDP are very appropriate to the school's short and medium term needs.
- The issues in the previous inspection report have been addressed effectively. The school has improved the overall quality of its educational provision and raised standards in the subjects and aspects of the curriculum where they were previously unsatisfactory. There is clear evidence of very good progress since the last inspection.
- The budget is well managed and expenditure is carefully monitored. Overall, the school gives good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement overall in the school are 100% satisfactory or better in the work seen, of which 59 % is good and 37% very good.

- Standards in English are very good overall in the school and pupils display very good progress in reading, writing, speaking, listening and spelling.
- Standards in mathematics are very good overall and pupils have a sound knowledge and understanding across the ATs of the NC, and the more able are regularly challenged by the work.
- Standards in science are very good overall with consistently very good features Y5/6. Pupils experience a range of experimental and investigative work and show real progress in scientific understanding and in their ability to study independently.
- Standards in history, geography and physical education are also very good; in Welsh second language, design and technology, art, music and religious education they are good.
- Standards in information technology are satisfactory.
- The school's results in NC tests in all three core subjects of the NC are above local and national norms.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in the key skills of listening, speaking and writing are very good. In reading standards are good, and they are satisfactory in numeracy and unsatisfactory in ICT.

- Pupils listen very closely to both their teachers and peers, enabling them to participate sensitively and sensibly in discussions. The quality of listening in periods of worship is outstanding and pupils are well versed in sitting still and quiet during the frequent opportunities that are provided for reflection during the day. In music, they develop well in their ability to listen critically.
- The vast majority of pupils are confident speakers. They voice opinions and argue ideas with conviction, but also respect opposing views with due sensitivity. In lessons where new technical vocabulary is introduced, they are quick to adapt to the correct usage which speeds their conceptual understanding. In Welsh, their confidence and willingness to engage in oracy is at least good and often outstanding in the upper end of the key stage.
- Pupils read a broad spectrum of texts across the curriculum and show good levels of understanding and ability to both recall and cross reference facts. A small minority of pupils are slower to read with fluency and accuracy from screen but the majority again achieve good standards when these opportunities are presented. Where work sheets are used as a learning tool, pupils read these with ease, enabling them to keep well on task. Higher reading skills such as scanning are used well in science and history at the upper end of the school and enable pupils to select and summarise material effectively.
- Pupils achieve a considerable amount of extended writing in several subjects which deepens their understanding of different curricular areas. Where appropriate, different writing frames and modelling are used to guide pupils, but by the end of the key stage, considerable independence is seen as pupils adapt individual formats of their own choice to the needs of the task. Writing in response to creative stimuli such as artwork or music is often outstanding.

- Opportunities for pupils to practice their numeracy across the curriculum are more limited, though pupils always complete number problems correctly when they are presented as starting points to lessons. However, their use of data handling across the curriculum remains limited.
- Insufficient provision of opportunities to use ICT in cross curricular contexts has a detrimental effect upon standards. In subjects such as art there is no provision. In music, pupils make good use of electronic instruments as sound banks for their compositions but have yet to enjoy composition activities with purposeful programs. Computer based design is also barely developed. Some opportunities exist for pupils to develop their number and investigative skills, and these tasks are well completed, but word processing and computer based drafting are underdeveloped as a whole.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social, and cultural development is very good.

- Acts of worship are soundly based on Christian values with contemporary contexts and examples from pupils' daily life consistently used to ensure the appropriateness of messages. In one assembly, an extract from the 'Lion King' film was used well to promote pupils' understanding and appreciation of the theme 'responsibility.' Another outstanding act of worship was also presented by Y6 pupils during the inspection on friendship. Pupils are encouraged to reflect on what is presented and do so in a sensible fashion. A suitably worshipful atmosphere is maintained throughout. The school creed is also a notable feature of spiritual provision and pupils show good levels of ownership of this statement both individually and collectively.
- Curricular strategies are also used well to promote spiritual development. For example, pupils in Y3 write poetry to help explore their fears and prose based on the theme of special places. Pupils in Y5 and Y6 respond well by constructing expressive and sensitive pieces of writing after considering a variety of music and art forms. Such examples afford valuable opportunities to develop self-awareness and self-expression, and pupils discuss these experiences with evident enthusiasm and further reflection.
- Moral provision places suitable emphasis on the differences between right and wrong, and pupils' understand this very well within a variety of contexts. There is a firm belief that sound moral values are crucial to the success of the ethos of the school and respect for the individual, others and property is well established and very well promoted. Honesty is also another important principle and is emphasised at every opportunity. In all moral concepts, teacher's expectations are high without exception. Pupils' moral responsibility is promoted well by supporting a number of charities annually and the humanitarian nature of this work also impacts positively on standards; they show very good awareness of the purpose of this activity through lively discussion.
- Teachers give sensible responsibilities to older pupils, such as monitor and prefect duties; pupils take great pride in these opportunities to show initiative and complete their tasks with

commendable sincerity and seriousness. The work of the School Council positively promotes the notion of a unified community and provides valuable opportunities for pupils to exercise leadership and social concern. The manner in which pupils run council meetings is exemplary. Every opportunity is taken for pupils to play a prominent part in the life of their school and the local community.

- Relationships within the school are of a very high standard, both between teachers and pupils and between pupils and peers. A 'Tree of Kindness' in the school hall enables pupils to be recognised for actions that demonstrate positive behaviour and social awareness, and this plays a key role in the very high standards that are achieved.
- There is special emphasis on the Welsh dimension and pupils' appreciation of the Welsh culture on a local and national level is very good. The consistent use of incidental Welsh has raised the profile of the Curriculum Cymreig in the school and pupils show sound ownership of this aspect of their cultural heritage.
- Teachers are fully aware of their duty to ensure that pupils respect racial differences and take every opportunity that arises naturally within lessons and periods of worship to promote good values in this respect. Those pupils who come from different ethnic backgrounds are well integrated into all aspects of school life and all pupils develop very good knowledge of a range of world faiths, through interaction with artefacts and the study of festivals. As a result, pupils demonstrate outstanding understanding and appreciation of concepts of diversity.
- Pupils respond very well to the efforts of the school to nurture their spiritual, moral, social, and cultural development.
- The school hall is not of sufficient size to house all pupils at once, but the head and year teachers create effective timetables for collective worship and whole school assemblies and collective worship are occasionally held in the nearby local church. Some acts of collective worship in school are too long and impinge upon curricular time.

4.2 Behaviour and attitudes

The standards of behaviour and pupils' attitudes to learning are very good and are a major strength of the school.

- The school is a welcoming and caring community where relationships are very good. There is an atmosphere of mutual respect throughout the school. Pupils are valued and their friendly concern for each other is a reflection of the staff's caring attitude towards them.
- All staff have high expectations of pupils social and academic abilities. The whole school approach to positive behaviour management is very effective and pupils know what is expected of them.
- Behaviour in the classrooms is consistently very good. Pupils enjoy coming to school; they have positive attitudes and are keen to do well. They respond well to their teachers' enthusiasm for the subject they teach and they are eager to please. Pupils settle quickly to their work, concentrate well and persevere with their tasks despite the sometimes cramped accommodation in classes and busy corridors. They co-operate and support each other well when working in groups or pairs.

- Pupils behave maturely and show courtesy and consideration to each other and to staff and to visitors at all times. Behaviour in the hall during assemblies is exemplary. Within a very constrained area pupils enter and leave the hall quietly and take up their places quickly. Throughout the day pupils move sensibly inside and between the two main buildings.
- All staff, including mid day supervisors, are trained in assertive discipline techniques. The positive behaviour management policy provides sound guidance. There are effective procedures for dealing with bullying and racial incidents. Separate policies provide clear guidance. Incidents and outcomes are formally recorded and no incidents of anti-social behaviour were noted during the inspection.
- Pupils respond well to the general code of behaviour and help draw up school and classroom rules. They know the rules and consequences of misbehaviour. They value the reward system and co-operate very well to build credits throughout the week in exchange for discretionary time. Academic achievements and acts of kindness are celebrated at the weekly praise assemblies and reported in the newsletter. Merit certificates are awarded and nominations are proudly displayed on the 'Tree of Kindness.'
- Pupils are quick to say that they are happy and get on well together. They feel they are treated fairly and can approach staff with any worries or problems they may have. New pupils settle quickly into school life.
- The recently formed School Council is made up of elected representatives from all year groups and has a role in maintaining positive behaviour. They discuss issues raised in the suggestion box and help to foster very good relationships between pupils and adults.
- Y6 pupils are prefects on a termly basis. They undertake their duties in the corridors and playground supervision sensibly and seriously and are developing confidence and self-esteem.
- The school site is difficult area to supervise and although there are now marked areas for Y3/4 and Y5/6 play, the lack of organised play activities sometimes leads to boisterous behaviour and accidents.
- The majority of parents have accepted the home school agreement. They are well informed and supportive of school's positive behaviour management
- The school has followed the appropriate procedures in the case of the permanent exclusion that was the first for many years.

4.3 Attendance

The level of pupils' attendance is satisfactory.

- At 93.57% the average rate of attendance over the past three terms is below the local authority and all Wales averages. Absences are caused mainly through illness but the overall rate is affected by family holidays taken in term time. The average rate of unauthorised absences is very low at 0.37%.

- Targets are in place and pupils with perfect attendance are rewarded at the end of every term and at year-end. There is evidence that about 22% of pupils achieve full attendance in any term and this is celebrated at the praise assemblies. As yet there are no rewards for improved attendance.
- Parents generally respond well to reminders about the need for punctual attendance. They are kept informed about pupils who achieve full attendance through the newsletter.
- Almost all the pupils arrive punctually at the start of the day and individual lessons and sessions start on time. Late pupils enter quickly and quietly into assembly and do not disrupt their peers.
- Procedures are in place to monitor and follow up absences. The school operates a first day response for pupils who are a cause for concern and works closely with the educational welfare officer (EWO) who serves the cluster group through the school's involvement in the Social Welfare Inclusion project.
- The attendance policy provides clear guidance. Registers are completed meticulously at the beginning of each session and comply with regulations.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in 100% of sessions including 44% where it was good and 42% where it was very good.

- Teaching is consistently good or better in all year groups and in some classes teaching was often very good.
- Teacher expectations are high in all aspects of their work. Individual lessons are carefully planned with well structured aims and objectives always presented effectively at the beginning of lessons. These are often read out aloud by pupils and reviewed in detail at the conclusion of a lesson.
- Teachers' knowledge and understanding of the subjects they teach is at least good and often very good when teaching within their specialism. However, some teachers lack confidence and skills in using ICT to develop appropriate activities that will challenge pupils.
- Some teachers design and deliver INSET for the LEA in local school clusters. As a result, subject leadership is developing well in all NC subjects and when specialist subject teaching occurs it raises standards considerably and demonstrates best practice.
- Class support assistants, EAL specialist support teachers and peripatetic music teachers all provide a very valuable contribution to the promotion of pupils' learning. This quality and depth of provision is a strong feature of the school.
- Lessons are well resourced, which is further evidence of careful planning.

- Teachers' questioning skills are often very good, showing sequence, clear direction and, for the most part, sufficient differentiation to ensure that pupils of all abilities are regularly challenged.
- Teaching techniques and strategies are appropriately varied to meet the needs of both pupils and the task in hand. Group work is well focussed and there is special emphasis on partner activity and has a positive impact on raising standards. However, occasionally some of the teaching is too teacher directed and over dependent on completing worksheets.
- In the best lessons, teachers make every effort to ensure that pupils take responsibility for their own learning and develop as independent learners.
- The consistent emphasis on development of concepts and skills is good, and sometimes it is a very good feature of teaching.
- In occasional lessons, time management is not always sufficiently well managed. Introductions are allowed to overrun with insufficient time then left for the completion of designated learning tasks.

5.2 Assessment, Recording and Reporting

Arrangements for assessment, recording and reporting are very good.

- A number of policy documents state the aims, principles and strategies for assessment, recording and reporting within the school. They are of very good quality and establish clear operational guidelines for staff. The school effectively meets the statutory requirements for assessment recording and reporting for all pupils, including those with SEN.
- All teachers consistently follow this detailed guidance and assessment is firmly embedded in planning and on-going teacher assessment. Procedures are regularly monitored and evaluated by the ARR co-ordinator.
- The focus on assessment for learning has increased the involvement of pupils in their own assessment and significant progress is recorded in teachers' evaluations of lessons. Assessment begins in planning, is shared with pupils at the beginning of each lesson through clear learning objectives. Progress towards meeting objectives is discussed and evaluated in plenary sessions. This clear approach allows pupils to determine whether they have achieved their learning objectives.
- Marking is exemplary. The revised marking policy is very detailed and provides useful guidance for staff. Focussed marking includes diagnostic comments and indicates opportunities for oral discussion and corrections. The marking clearly indicates targets for improvement that are understood by pupils, who strive hard to address them in follow-up work. Pupils are encouraged to sign their targets and be active in the assessment process. This creates a highly effective and manageable strategy and provides teachers with an on-going record of attainment for individual pupils as well as establishing a useful assessment dialogue with pupils.

- Self-assessment is developing well for all pupils, including those with SEN, who complete individual review sheets of progress, which identify ways forward. The introduction of an individual pupil learning diary is planned to further develop their involvement in the assessment process.
- Standardised tests, including NC levels, are recorded and used suitably to set targets and screen pupils needing additional support or enrichment for gifted and able. Pupils with SEN are identified effectively through screening which leads on to IEP targets and effective transition arrangements.
- Targets based on NC SATs and standardised tests are realistic and the school is now moving towards the setting of more challenging targets, reflecting the culture of high expectation of pupil performance and a detailed analysis of the very good NC results.
- Records include pupils' personal portfolios, individual tracking sheets and reading records all provide a holistic view of achievement. Record keeping, including that for pupils with SEN, is meticulously kept. Year group profiles for NC core subjects contain evidence of assessed work for the year and provide useful guidance for staff. Additionally, profiles for Foundation subjects are at an early stage of development.
- Reporting to parents is on a regular basis and formal parent-teacher consultations take place twice a year. Meetings are well structured and teachers have the option of using an agreed proforma outlining issues to be discussed and the way forward. This proforma provides a useful reference point for future discussions with parents and for the next class teacher. Additionally, parents of pupils receiving educational support meet the support teacher twice a year to review IEPs.
- Reports to parents are detailed and informative. Comments indicate pupil achievement and progress. Each subject section includes a standard statement for each year group related to content and coverage. This facilitates the writing of formative comments, which give a clear indication of each pupil's actual attainment. An indication of the way forward is also included and provides useful targets for parents and the next teacher.

5.3 Curriculum

The quality of the curriculum is good.

- The curriculum is generally broad and balanced. Teachers plan a wide spectrum of imaginative and often challenging activities for pupils. Provision is socially inclusive in all aspects of equality of access and equal opportunities, and is well structured to the main aims of the school.
- Policy documents are in place for all subjects of the NC and religious education. This aspect of the documentation is good, making due reference to the Curriculum Cymreig and key skills; in just a few cases, the terminology and structure does not match those of Curriculum 2000 but this does not have an adverse effect on delivery.
- Schemes of work are detailed in several respects and show the progression and continuity in learning. An integrated approach to long, mid and short term planning is well established.

Teachers for the same year groups plan with high levels of co-operation and there is good parity of experience for pupils in different classes within the same age group.

- There is insufficient emphasis on planning for the key skills, especially ICT, and a general lack of coherence in this respect, a shortcoming already identified by the head in his self-evaluation report. In some subjects such as music and art provision for ICT is very limited.
- Planning for the Curriculum Cymreig is good, based on a curriculum map that identifies coverage and themes in each subject in each year.
- The homework policy is well implemented. Provision is appropriate and promotes standards of achievement purposefully, especially in reading, spelling and number work.
- Provision and planning for PSE is outstanding. ACCAC guidelines have been well adapted to the needs of pupils, and initiatives such as circle time, thinking skills, class moves and the Student Council all enable pupils to make good progress within an integrated approach. The school has recently won an award in Health Education and another recent initiative to ensure that pupils have access to drinking water and fruit throughout the day is based on a sound rationale to improve and maintain concentration levels, which also help contribute to promoting high standards of achievement.
- All pupils enjoy a very broad range of competitive games and sports and the curriculum is enriched by an outstanding range of extra-curricular activities. Teachers show considerable commitment to these clubs, and take up by pupils is very high. Several clubs build purposefully on class-based work and serve to enhance pupils' knowledge, skills and understanding. As such, these clubs have an evident impact on standards of achievement.

5.4 Support, guidance and pupil's welfare

The quality of personal support and educational guidance and the attention given to pupil's welfare, health and safety is very good.

- The school is a well-ordered community where pupils feel valued, happy and secure.
- The school promotes a very caring ethos and provides a supportive environment. Teachers know their pupils very well and the transfer of information about them between classes in the school and to the receiving comprehensive schools is very effective on both personal and curriculum levels.
- Relationships between pupils and staff are very good. Pupils like and respect their teachers. Conflict and complaints between pupils are handled effectively. Pupils benefit from their involvement in the School Council.
- The vast majority of parents are very happy with the help and guidance provided by the school.
- Pupils receive very good pastoral care on entry into school; new entrants are well supported and settle quickly into routines.

- Pupils with English as an additional language benefit from very good support both in class and through withdrawal sessions. In a very short period of time the recently appointed support assistant has built very good relationships with the pupils and this has impacted positively on their approach to learning.
- Health and safety policies are regularly reviewed and updated; all staff are familiar with them. There are well-established arrangements for dealing with accidents and for the care of pupils when they are feeling unwell. All support staff and mid day supervisors are appropriately trained in emergency first aid. Some pupils in Y5 and Y6 are trained 'Young Lifesavers' through their involvement in an after school first aid club. Procedures for safeguarding the health and safety of pupils and staff are appropriately documented and implemented. Medical procedures are carried out efficiently, as are evacuation and fire drills.
- Since the installation of a central staircase in the main building pupils and adults are able to evacuate swiftly and safely.
- Pupils are taught the principles of healthy eating. The majority of the pupils buy their daily snacks from the 'healthy tuck shop'.
- Pupils are very well supervised in all their activities in school and off site; for example on route to the canteen and sports coaching sessions. There are effective arrangements for escorting pupils into school at the start of the day. However, the end-of-day arrangements are not clearly defined resulting in congestion in and around the building.
- Appropriate risk assessment and security measures are in place to safeguard pupils. Acts of vandalism and anti-social behaviour from outside school are effectively monitored. The school has a controlled access system to the exterior of the building and the annexe. The exterior of the building is monitored by surveillance equipment.
- The school's arrangements for child protection are good. The headteacher is the nominated person for child protection and has received appropriate training. Staff access a clearly laid out policy that follows the county guidelines for procedures. They are fully aware of the school's procedures and their responsibilities.
- There is effective liaison with outside agencies where the need arises.
- Sound policies are in place for equal opportunities, race equality and drugs misuse. The policy for personal and social education reflects NafW/WAG guidance, including health and sex education and this permeates all areas of the curriculum.
- All pupils have equal access to all areas of the curriculum.
- The school complies with the requirements to provide information about arrangements for pupils and visitors with disabilities and is aware that access for those with a physical disability is limited by the architecture of the building - particularly the number of stairs at each level.

5.5 Provision for Pupils with SEN

The quality of provision and support for pupils with SEN is very good.

- This is an inclusive school with policies and practices that reflect a commitment to meeting pupils' entitlement to a broad and balanced curriculum, providing access and responding to a diversity of additional needs.
- The school currently has 55 children on its SEN register and 6 pupils have statements of SEN. There are 18 pupils on School Action Plus and a further 31 pupils on School Action in line with the CoP. Additionally, the school monitors effectively pupils who are no longer on School Action but have been identified as cause for concern.
- The number of pupils with SEN has increased in line with effective early identification and recorded through observation and screening procedures. This is facilitated through close liaison with both the infant and comprehensive schools and good parental involvement. Additionally, the LEA has referred a number of pupils with SEN to the school.
- Screening is undertaken early in the autumn term and IEPs are established as a result. IEPs give a clear indication of targets and pupils are involved in setting their own targets and monitoring their progress.
- The level of staffing provision for pupils with SEN is very good. The school, with the full support of the GB, has invested a considerable amount of the budget, in addition to that provided by the LEA, to provide additional support for pupils. Additional funding has been acquired for involvement in LEA initiatives such as language enrichment and additional support in maths. Very effective guided reading sessions supported by LSAs also enhance pupil progress and achievement.
- Qualified SEN and other support specialists provide effective and expert support. There is very effective teamwork from a good range of staff, including NNEBs, LSAs, and LEA support staff. Pupils are supported individually and in groups, both in class and during withdrawal sessions. Communication between class teachers and support staff is very good. Class teachers develop expertise matched to the particular needs of pupils within their class, such as Asperger's syndrome. The dissemination and development of specific expertise is developing well.
- A notable feature of the provision is the numeracy programme run by NNEBs, which runs alongside class maths sessions and targets pupils who would benefit from additional reinforcement. This provision is of a very good standard as are the standards achieved by pupils.
- Provision is co-ordinated very effectively by the SEN management team, which includes the head, deputy head and the two SENCOs who job-share. All SEN management team meetings are minuted and the GB is fully involved. Non-contact time is provided for the SENCOs and an innovative approach to this shared role, together with the full co-operation and involvement of all staff, ensures that provision is responsive to individual pupils' needs. Effective procedures are in place but are under constant review and development. All records are meticulously kept, accessible to all staff, including external

agencies. Information is disseminated very effectively and class teachers have a very good understanding of their role and responsibilities.

- Pupils make good progress and their self-esteem is raised. Work is well matched to their individual needs and related to class work. They develop effective strategies, are encouraged to self-assess and to become independent learners.
- Very good use is made of a well-resourced designated SEN area but most withdrawal sessions take place in the corridors with the potential for considerable distraction and disruption. It is to the credit of staff that pupils are able to work purposefully and persevere with their learning despite the limitations of space.
- The provision for pupils with specific learning difficulties, such as dyslexia, is very good. Teachers identify pupils' specific needs effectively and frequently refer or discuss concerns with the LEA specialist support teachers. There is very good communication and teamwork between the school and support teachers and the LEA provision is used flexibly to allow continued and extended support. Able pupils with specific learning difficulties make very good progress and achieve their potential.
- Transition arrangements are very effective. Records of all pupils who are, or have been, on the SEN register are referred to when they transfer to secondary school. The SENCOs from the Infant and Junior schools maintain contact throughout the year and the SENCO from the comprehensive visits the school to meet pupils and discuss concerns prior to entry.
- Parents are fully involved, particularly during reviews of IEPs, which now take place twice a year, in line with LEA policy. Parents consider that the help given to SEN, and indeed gifted, pupils is very good.
- Resources for SEN have increased considerably in the last eighteen months and are very good.
- The school is aware of the limited access for pupils with disabilities but facilities on the ground floor, include ramps, wide doorways and a disabled toilet. A willingness to respond flexibly when allocating classrooms ensures that the school is able to make reasonable adjustments to accommodate the needs of disabled pupils and thus comply with the SENDA.

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 and is a strength of the school.

- In their responses to the pre-inspection questionnaires and meetings the overwhelming majority of parents are appreciative of the work of the school. They endorse its high expectations and value the approachability of the staff. They particularly value the support for gifted pupils and those with SEN.
- The quality of written information for parents is very good. Regular newsletters and other communications keep parents fully informed about activities and events. Pupils'

achievements in and out of school are regularly celebrated and feature prominently in the newsletters.

- The prospectus issued to new parents is of good quality and together with the governors' annual report provides valuable information about the school. An information pack contains useful leaflets that inform parents about the behaviour policy and ways in which parents can reinforce the school's positive recognition of good behaviour at home.
- Parents also appreciate and value the reward system. Almost all the parents have responded positively to the home/ school agreement.
- A significant number of adults including a retired headteacher make valuable contributions to the life of the school. This is highly valued and helps to raise standards and extend school and community links. Adult helpers provide good quality support in the classrooms, for example in language and history lessons, and through hearing pupils read. They make careful observations in reading records that help teachers track progression.
- The very active PTFA organises fundraising and social events that are often family oriented. It provides substantial financial support to the school.
- All staff and some adult coaches give generously of their time to run a wide range of clubs both at lunchtime and after school. They are very well attended and help to raise the standards pupils achieve both academically and in a performance context. Their personal and social skills are also developed when adults and pupils perform and study together.
- There are well-established links with two local churches whose ministers visit the school to lead and present merit certificates at the praise assemblies. The school uses the church for whole school assemblies; celebrations and productions that are open to invited members of the community and are very well attended.
- Visitors from the community help to enrich the curriculum and enhance pupils' learning. Pupils' experiences include working with poets and authors and theatre groups. Y5 pupils benefit from residential visits where they take part in outdoor pursuits and adventurous activities that develop their team building skills.
- There are good links with the LEA and other agencies. For example, the police schools' liaison officer advises pupils about their personal safety and Y6 benefit from working with the Youth Service on the Young Citizen's programme.
- There are very good partnerships with the cluster infant and junior schools and the receiving comprehensive school through their involvement in the social welfare inclusion project and the sports development programme. Teachers share expertise through joint in service training and reciprocal visits to observe teaching. Good quality curricular information ensures a seamless transition between the key stages. The school continues to monitor Y7 pupils' progress effectively through termly reports. Pupils are involved in a language enrichment project and cross phase bridging units in the core subjects.
- The school is in partnership with an initial teacher training institution and has firm links with surrounding colleges of further education. Three teachers have been appropriately trained in the role of student mentors. The school provides very good quality training and work experience for student teachers, nursery nurses and students of secondary age. Many

former pupils also return regularly to assist in extra curricular activities particularly sports clubs that help to enhance the standards the pupils achieve.

5.7 Partnership with Industry

The quality of partnership with industry is good.

- The school has a written industry policy; one teacher is in charge of developing industry links. Almost all the teachers have benefited from industrial placements to support their teaching and management skills and enhance their experiences of the industrial world.
- The school has established a number of useful links with industry, some which have resulted in interesting work such as the analysis of water treatment and environmental recycling processes.
- Pupils benefit from professional sports coaching and are successful in commercially sponsored competitions.
- The school benefits materially from donations and sponsorship. Pupils' sense of achievement and independence is enhanced through successfully obtaining assistance from local businesses for example donations of money, equipment and sports kit.
- The school has planned, but is yet to implement, a mini enterprise project. Pupils know about health and safety regulations, the basic principles about retailing and the benefits of healthy eating through visits to a nearby supermarket and chemical plant.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of school self-evaluation is very good and planning for improvement is also very good.

- The school uses a range of wide range of procedures to evaluate standards achieved and the quality of its provision. The use of assessment data to identify set measurable targets for further improvement is rigorous and is beginning to impact on teaching strategies.
- Current priorities for development are clearly identified and agreed and are appropriate to the immediate needs of the school. Governors are fully involved in shaping the school's aims, achievements and educational provision.
- Staff, the senior leadership team and GB meetings are all minuted and action points are agreed and discussed with respect to resource implications.
- School self-evaluation is very evident and constructive evaluative reports have been presented regularly to the GB and staff by the head and individual teachers.
- The SDP is a very good working document, which serves as a clear foundation for further achievement in the short and medium term. It identifies the school's immediate and

medium term priorities and gives appropriate attention to timescales, the monitoring of targets and evaluating levels of success.

- Staff and governors work very closely together. They have been successful in effecting improvements in the quality of the educational provision; resourcing to support curriculum delivery; raising standards of pupils' achievements across the NC and generally enhancing the overall quality of the learning environment.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are very good.

- The head, SMT and GB have developed a clear vision of the educational needs and priorities of the school and exercise an appropriate overview of its management and administration. There is a clear team approach to management, led very ably by the head. A detailed monitoring of standards has been carried out and the head has brought about substantial changes that are beginning to impact positively on the school's organisation.
- Much valuable work is also done by the deputy head and the SMT. Together they have a positive impact on school management, taking the school a long way forward in management terms since the last inspection.
- The SMT has a clearly defined role, its main priority being the oversight and the monitoring of standards across the curriculum. Other senior teachers are occasionally co-opted to aid decision making as appropriate. This approach needs building upon in order to enhance continuity in decision making and to create a school leadership that will serve to benefit the school further in both the short and long term.
- The role of the curriculum co-ordinator is developing well. All teachers have a good overview of the NC and are forming a sound understanding of their subject's potential for development across the school.
- The GB is highly proactive and well informed by the head and SMT. It has a positive impact on the school's progress and development. The chairperson provides skills and talents that serve the school well. Together with the head, the GB has taken many hard financial decisions in recent years in order to secure a teaching and learning environment that maximises opportunities for all concerned. The current budget is well managed and controlled despite the present deficit and its priorities are identified through the SDP; expenditure is carefully monitored and evaluated.
- The school secretariat provides exemplary support to the head and SMT, as well as giving additional assistance to the staff and GB.
- Daily routines operate highly efficiently and the school runs very smoothly.
- A staff appraisal and personal development system has been introduced and is working effectively to develop teaching skills and ultimately to raise standards further.
- The school complies with all statutory requirements and takes good account of all government guidelines.

- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

The school's staffing and resources to support the delivery of the NC are very good. Accommodation and physical resources are unsatisfactory.

- There are 14 full-time equivalent teachers all of whom are suitably qualified, have detailed job descriptions and are aware of their specific responsibilities, although these are not always matched to initial training and qualifications. Where this is the case, specific targets are set through effective performance management procedures and staff reviews, which ensure that appropriate expertise is developed in order to fulfil their responsibilities effectively. There are two SEN co-ordinators who job share; one specialist EAL LSA supported by an EAL LEA support teacher.
- Teachers are supported by an effective team of nursery nurses, learning support assistants and volunteers who all make a significant contribution to the quality of pupils' learning experiences and demonstrate high levels of commitment to the school.
- Additionally, a very good staff development and review programme has been constructed for all staff and GB members, and is a strong feature of the school. This scheme, coupled with an innovative approach to job share, use of part time cover, non contact time and senior colleagues mentoring and coaching younger staff members is enabling the school to reach its potential in teaching, learning, organisational and social contexts. These policies and procedures exemplify the clear sense of teamwork in the school and underlies why the school is such a happy environment and helps explain why the school does so well.
- INSET is a key element of staff training and development. A number of staff lead INSET training days for the LEA as well as organising valuable internal training days for colleagues. Internal INSET is of particular note in science, music and physical education.
- The school caretaker, administrative and ancillary staff contribute very effectively to the smooth running of the school. Trained midday supervisors also maintain positive discipline to ensure continuity of good behaviour during the lunch period. Their supervision on route to and in the canteen is very good.
- The main school buildings are completely unsuitable for teaching and learning. In particular the size of the school hall does not allow for the provision of whole school assemblies and the statutory provision of collective worship.
- Outdoor facilities are also of poor quality and it is notable that there is no dedicated green space for play or environmental spaces for enhancing children's learning.
- The buildings are maintained to a high standard of cleanliness by the caretaker and his colleagues and are generally well kept through a rolling programme of decoration and refurbishment. However, entrance areas and stairwells in the annexe building are in a poor state of repair. Toilet facilities for pupils in the main building remain in a poor state.

- The exterior of the buildings shows signs of vandalism and general decay and the perimeter walls and gates are also in need of repair. External safety barriers are also in a poor state of repair.
- The school occupies a small site with a playground that is shared with the nearby Infants school. CCTV exists at all main school entrances but unwanted access into the main playground is easy at any time and leads to an insecure school environment.
- Because of its situation, the school has no car parking facilities and internal access to parts of the school is impossible for anyone in a wheelchair due to the design of the building.
- There is a good supply of high quality resources for most areas of the curriculum and an inventory has been completed for most subjects. Effective use is made of the resources available, including those in the local area, and this has a positive effect on raising standards. Displays of work are of very good quality, reinforce learning and enhancing the school environment.
- The school has no library area or any dedicated ICT area. However, a room has been designated for ICT delivery and there are plans to develop an additional learning resource area.
- Not all classrooms have direct computer access to support learning. The development of a mobile ICT resource using laptops is helping to improve access to information technology.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievement are very good. SAT results are above the local and national averages.

Good features

- Pupils develop very good oracy skills. They listen attentively and with sustained interest to their peers and adults alike. They talk about language with an increasingly technical vocabulary. They identify and know adjectives, similes and metaphors although some pupils are less confident in identifying adverbs.
- Pupils articulate their experiences confidently and to a variety of audiences, including class discussion, collaborative group work and in role-play. Language is developed across the curriculum in a variety of contexts and for a range of purposes such as when videoing a broadcast of their work in geography related to environmental issues and pollution.
- Pupils read fluently and voice their opinions on different texts, including fiction and non-fiction. They read with expression and show good comprehension, although they are less

confident when reading from the computer screen. All pupils, including those needing additional support, develop a good range of strategies for decoding text.

- Pupils read shared texts well and with understanding. They can identify and know the purpose of text, for example the use of headings and sub-headings. They have a good understanding and knowledge of traditional tales and know the difference between modern and traditional fables.
- Vocabulary, including technical vocabulary across the curriculum, is developing well. Spelling is good in line with a structured approach and weekly opportunities to extend their bank of correctly spelt words.
- Writing is consistently of a high standard. They write effectively in a variety of styles for different purposes, for example letter writing on environmental issues, note taking, biographies and information leaflets, which are interesting to the reader and well presented. They understand the importance of planning and can describe and sequence key events in a variety of ways including the use of storyboards. They frequently draft and redraft their work to produce extended writing, which is imaginative and well structured. They develop good descriptions and use descriptive prose to very good effect. They write formally and informally and develop a good understanding of the use of dialogue.
- Teachers model writing which ensures that even the least able are encouraged to persevere and respond well to a range of stimuli. They derive pleasure from sharing and celebrating their efforts, for example producing annual anthologies of their poetry.
- Poetry writing is exemplary. Pupils make good use of imagery in their poetry and read their poems with understanding and expression. They recognise a variety of poetic forms and show obvious enjoyment and appreciation of poetry, including their own.
- Pupils frequently use dictionaries and thesauruses competently. They can identify alliteration in the text and identify words that require definition. They know that definitions need to fit the text.
- Pupils' spelling and presentation is very good and handwriting is developing well in fluency and style.

English as an additional language (EAL)

Provision for pupils who speak EAL is very good. Pupils make good, and often very good progress.

Good features

- Although at an early stage of provision, the additional support received by pupils from specialist and class teachers, allows pupils to make good progress and participate well in class sessions.

Shortcomings

There are no significant shortcomings

Mathematics

Standards are very good.

Pupils are taught mathematics in ability sets. Standards are at least good across the school and often very good in the top set in each year.

Good features

- Pupils in Y3 and Y4 have clearly defined strategies for their number work, which they explain in detail and apply consistently. They make progress which is at least good in their knowledge of multiplication facts, and understand what is meant by multiples and factors. Their knowledge and understanding of place value is secure up to thousands and they have swift strategies for multiplying and dividing by tens in Y3 and also by hundreds in Y4.
- At the lower end of the key stage, pupils have good understanding of measurement. They recall measurement facts quickly and accurately and adapt well to the use of new units introduced within a lesson. They identify the time correctly, and develop increasing understanding of direction. They label and identify the main properties of a broad range of two and three dimensional shapes.
- At the upper end of the school pupils investigate a broad range of numbers with good, and often very good levels of understanding. Multiplication tables are recited fluently and accurately, and understanding of place value is secure. Able pupils recognise the relationships between fractions, decimals and percentages and convert with fluent ease, both in mental calculations and with the use of an electronic calculator. They round numbers to varying requirements and explain equivalent fractions with ease.
- Shape work at the upper end of the key stage is good. Pupils recognise and correctly label a broad range of polygons. They categorise triangles and angles correctly according to their properties and are adept at solving problems relating to perimeters and area.
- Whilst there is some evidence that work in data handling is under represented within the curriculum, in the tasks that have been completed, pupils work accurately to construct tallies, plot line graphs, and develop bar and pie charts. In discussion, it is clear that they interpret their graphs correctly.
- Particularly in the top sets of each year, pupils show very good ability to investigate numbers, identify patterns, formulate hypotheses and test these thoroughly. Pace of response is often very quick, they adapt well to challenging new tasks, and question their own ideas in ways that develop their thinking skills very well.

Science

Standards in science are very good. SAT's results are above the local and national averages.

Good features

- Pupils have very good background knowledge across the different ATs of the NC; they respond to questions quickly, confidently and thoughtfully. Most pupils in each class use and understand scientific terms and concepts appropriately.
- Pupils regularly experience the scientific processes of prediction and evaluation. They are familiar with the concept of a fair test and the need to control test variables.
- Pupils show a real interest in the subject and work very well as partners or in small group situations. They observe test protocols properly and generally undertake scientific investigations with care, giving appropriate importance to completing their work successfully.
- In all classes work is recorded neatly in an appropriate format with labelled diagrams.
- Resources are used well by teachers and pupils to aid learning and build understanding.
- Pupils' evaluation skills are well developed and this is a highly structured feature of the learning process by Y5 and Y6 and really builds confidence and understanding in science. Also, detailed note-taking using planning sheets occur throughout all year groups as they proceed with an experiment and this also underpins learning.
- Science is taught almost exclusively through class lessons but there are regular opportunities for pupils to plan and conduct their own experiments and to research independently and this facilitative teaching approach does help to raise standards.

Shortcomings

There are no shortcomings.

Welsh second language

Standards are good.

Good features

- Pupils' oracy is very good. They speak confidently within a variety of contexts and situations, including group work and speaking in public. They respond with considerable enthusiasm to imaginative opportunities such as composing and presenting raps, and make consistent and accurate use of the past tense by the end of the key stage. They enunciate clearly, with the most able developing very good levels of expression. Their diction is accurate and clear as they sing Welsh songs. The Gadair Boeth strategy promotes confidence and pupils are keen to be nominated for this key aspect of provision.
- Pupils make good progress in their reading skills. At the lower end of the key stage they read simple texts clearly and follow dialogue templates prepared by the teacher with accuracy, adding some detail of their own. Older pupils take positive steps towards developing independence in reading, making good use of buddy books prepared by teachers, and using appropriate strategies to decipher unfamiliar words.
- Standards are good in writing. Younger pupils write short, basic sentences with good levels of accuracy, following given sentence patterns closely; the most able adapt these with their

own ideas. Spelling is generally accurate. By the end of the key stage, pupils make good progress in extending the length of written pieces, and use sentences which contain more than one clause. Standards of spelling and punctuation are consistently good.

Shortcomings

There are no shortcomings.

Design and technology

Standards are good.

Good features

- Pupils make good use of a wide range of materials and show good precision when cutting, joining materials and measuring.
- Y3 pupils understand simple mechanisms and methods of joining and make colourful pictures frames; they also look at food packaging and conduct basic studies into products like pizzas. This latter work also helps to improve their whole range of key skills.
- Y4 design and build paper clowns with moving parts using simple cam systems. They work sensibly both individually and in small groups to overcome design problems and produce some quality work in creating embroidery, containers and purses or wallets. They evaluate this work well in their books and can reflect upon their design experiences.
- Y5 and Y6 pupils further refine their skills by investigating a range of well known products like slippers and yoghurts, prior to designing and making their own highly individualistic products. They also carry out interesting cross-curricular work linked to English, History and Art when they design and build their own Punch and Judy shows. This gives them an opportunity to create simple three dimensional objects and understand the social context and meaning behind their evolution.
- In Y6 pupils also work with gearing mechanisms and design and make 'moon buggies.' These are built, tested and refined and forms part of a competition against a clear design brief, finally resulting in class judgements linked to effectiveness and style. This project brings a design realism which is enjoyed by pupils and helps build standards. Y6 pupils also show a good understanding of circuits and choose the appropriate equipment needed to complete their work.
- Collaborative work is well developed by Y5 and by Y6 pupils willingly share and exchange ideas in order to creative effective and innovative designs.
- Good attention is given to safety in each year group and in all classes.

Shortcomings

- There are no major shortcomings, however, opportunities to work independently are sometimes limited and there is a slight over reliance on support from teachers to generate initial design ideas.

Information technology

Standards are satisfactory.

Good features

- Some pupils are very confident in using computers. They have very good control of the mouse and become familiar with using the keyboard very easily. They can word process, use the Internet and operate a range of programmes. They use software packages to help their simple research into particular topics and have a complete knowledge of computer icons that help facilitate their computer work.
- Some pupils are confident in using word processing techniques across a small range of subjects, particularly in English and science. They are able to save, retrieve, edit and print their own work and combine text and graphics to produce good quality group work.
- Many older pupils send e-mails to other schools and organisations in attempts to gain information for projects and to become more familiar with this communication medium. This is a strong feature of work in ICT.

Shortcomings

- Little use is made of the internet and multi-media technology to design and develop creative work in a range of subjects.
- A very limited range of software programmes exist to support pupils and to encourage independent learning.
- Many older pupils do not have any opportunity to send e-mails to other schools and organisations in attempts to gain information for projects and to become more familiar with this communication medium.

History

Standards are very good.

Good features

- Y3 pupils recognise and describe the key features of a Celtic Hill fort and are able to make comparisons with a Roman town. They develop a very good knowledge of Roman times and an understanding of the differences between an ancient city, such as Rome, and Iron Age Britain. They use appropriate historical language confidently when naming and describing features such as 'aqueduct' and 'amphitheatre'. They demonstrate a keen interest in historical enquiry, and relate their learning to their visit to Caerleon.

- Y4 pupils demonstrate a very good knowledge and understanding of chronology and sequence events using pictorial evidence of James I and the Gunpowder Plot. They understand that interpretations of historical evidence can differ and justify the order in which they place events. They have a very good understanding of the part that key people play in events and develop a good historical vocabulary. They empathise when taking on a role and demonstrate enthusiasm for the past. Some pupils are sufficiently motivated to undertake independent research and communicate their acquired knowledge, such as that of kings and queens, in their role-play.
- In Y5 pupils research rationing in World War II from a wide range of primary and secondary sources including the Internet. The more able pupils identify important and relevant information and report their findings to the class in the plenary session, thus developing important key skills. They develop a good understanding of how different experiences can influence the way in which the past is interpreted when provided with valuable opportunities to question an older resident from the local community about their experiences of World War II.
- Y6 pupils demonstrate a good knowledge and understanding of the rapid growth of Newport in the 19th Century and its role as a port. They make very good comparisons between the present and the past. They investigate pictorial evidence and make deductions about the past. They pose questions about the reasons for change and reflect on the reliability of evidence in their discussion. They are aware of a range of historical evidence and understand that photographs are more reliable than paintings when putting together a picture of the past.
- Overall, pupils benefit from a very good range of practical, experiential learning in history, including participating in feasts and banquets as a culmination to topic work undertaken. All pupils enjoy their learning and show an enthusiasm for the past and how it relates to their own lives and the community in which they live. There is evidence of very good progression and pupils develop effectively their skills of historical enquiry.

Shortcomings

There are no major shortcomings although some pupils in Y5 are less confident in their use and interpretation of historical evidence, indicating scope for further development of their research skills.

Geography

Standards are very good.

Good Features

- Y3 pupils effectively apply their developing mapping skills when interpreting and comparing a plan of a Celtic Hill fort with a Roman town, demonstrating good cross-curricular links and opportunities to reinforce and extend their geographical skills..
- Y 4 pupils develop further their mapping skills and have a very good understanding of the use of maps. They follow directions and routes and interpret symbols.

- Pupils develop increasingly their use of geographical terms.
- Pupils display enthusiasm in their study of a contrasting area of a less well-developed country. They appreciate the importance of water to people's everyday lives and can suggest uses of a river and make comparisons with their own locality and rivers in Britain.
- They identify key features of village life in India when listening attentively to a sound trail. They understand seasonal changes and that rain effects the water level. They develop a very good understanding of climate, traditions, habitat and economy.
- In Y5 they undertake effective activities associated with the weather. They compile and present weather charts and forecasts, using the interactive whiteboard. They research facts related to pollution of the environment, such as the effects of the oil slick from the Sea Empress. They are able to extract and summarise relevant and pertinent facts and present their finding in the form of a television broadcast. This provides valuable opportunities for them to develop their key skills.
- Y6 pupils develop a very good understanding of environmental issues. They describe the glass recycling process and understand the concept of sustainable development. They develop the use of, and understand, appropriate geographical terminology in context, such as recycling, landfill and 'eco-friendly'. They are able to gather data and build their understanding of recycling processes through the use of their ICT skills.

Shortcomings

There are no major shortcomings.

Art

Standards are good.

Good features

- Pupils' understanding of the artistic process is very good. They investigate thoroughly to come to high levels of understanding of the techniques used by masters, and emulate these successfully in their own work.
- Pupils plan their work effectively, making sound use of sketching to draft their ideas and evaluating these in detail before proceeding to a final attempt.
- Pupils' appreciation of a broad range of artistic concepts is very good. They discuss tone, line, texture, tone and shape in detail, and apply these well both in the process of making and evaluating their work.
- Pupils undertake a good range of small scale three dimensional work using a suitable variety of techniques and materials. Again they apply the same rigour in planning, making and evaluating their artefacts.

- Where opportunities are provided for working with local artists, pupils respond with considerable enthusiasm. They apply some of the techniques they learn on these occasions to their own efforts at a later stage.
- The emphasis on the Cwricwlwm Cymreig in art work is good. Older pupils for instance study typical Welsh landscapes, identifying recurring features and contrasting these with different ones. They incorporate their analysis of shape, colour, background and foreground into their own work in pastels.

Shortcomings

- Shortcomings in provision hinder further improvements in standards. Opportunities for large scale three dimensional work are severely restricted by the limited accommodation whilst the introduction of information technology based artwork has yet to be commenced.

Music

Standards are good.

Good features

- The quality of class based singing is good. Pupils enunciate clearly and breathe appropriately to give meaning to the lyrics. Intonation is well maintained by the vast majority and suitable levels of volume are generated. More challenging work in two part singing is also well attempted both in the choir club for public performances, and in class based round activities; again these standards are good.
- Pupils in Y6 compose short pieces effectively. They explore melody well to develop their understanding of pitch by using a suitably limited number of notes, and construct simple structures that reflect some repetition and ostinato.
- Graphic score work is developing well. Pupils appreciate the importance of sound before symbol, but are also keen to record their compositions in graphic form; their ideas reflect their understanding of specific elements such as pitch and duration, and they perform well from score at the end of learning sessions.
- Pupils in Y5 deepen their understanding of several additional elements by means of well structured lessons. They appraise the structure of class based songs, with good understanding of call and response, developing this to identify verse and chorus; they use these structural elements to vary the texture of their singing effectively.
- Pupils across the key stage keep a steady beat securely, control a range of percussion instruments well, and use these skills to build increasingly complex textures.
- Pupils benefit from a broad range of musical diet, including music from the Western classical tradition, Welsh music, jazz, popular music and examples from other cultures. This good provision makes a direct contribution to standards and the good appraisal skills that are achieved.

Shortcomings

- There are no major shortcomings, but during periods of collective worship, the quality of singing is only satisfactory as poor posture impedes pupils' ability to maintain breath control and intonation.

Physical education

Standards are very good.

Good features

- Pupils in both key stages participate enthusiastically in lessons and games. They respond to instructions and directions promptly and sensibly. They follow rules and work together effectively in partner work and team play situations.
- In gymnastics pupils generally use space well and move with confidence during both floor work and activities on simple apparatus. Some able pupils in both key stages display a good sense of co-ordination, balance and creativity in their gymnastics. Gymnastic activity also involves the use of apparatus that allows pupils to work at differing heights.
- In creative dance pupils perform with agility and expression to the rhythm of incidental and formal music. They plan and execute simple dance sequences working individually and with partners. Some show creativity in their performance, especially when acting out roles.
- All aspects of the NC are covered fully in each class, and pupils undertake an intensive swimming course and also experience a high quality outdoor and adventurous activities residential course.
- Pupils in all classes help to get out and put away equipment safely and sensibly.
- Teachers follow school routines in relation to the structure of lessons, the supervision of health and safety and the development of simple aerobic fitness and stretching. Appropriate support is given in most lessons to the physically less able.
- There is a wide range of extra-curricular sporting activities, the most notable being soccer, rugby, cricket, athletics and netball. These activities are well supported by pupils and make a valuable contribution to their skill development and fitness. Parents and staff provide skilful assistance in all these activities and matches are played regularly with local schools.
- The school has had some notable sporting successes in team sports and individual activities, such as team games, athletics and gymnastics.
- The school's indoor facilities for physical education are poor and, additionally, there are very few maintained storage spaces for physical education and games equipment.

Shortcomings

- There are no major shortcomings.

Religious education

Standards are good.

- Pupils study various festivals from Christianity and other religions. Their knowledge of Christianity is enhanced through very good involvement with a local church, which they visit to celebrate baptisms, weddings and other services.
- Older pupils demonstrate sound knowledge and understanding of the Muslim faith.
- Pupils in Y6 understand the importance and significance of prayer and the preparations for prayer. They are aware that people celebrate their faith in different ways and develop an understanding of the symbolism and special texts of other religions.
- Pupils recognise and name religious artefacts and understand their significance.
- In Y5 pupils develop further their knowledge of Judaism through the study of Rush Hashanah, and consider the ideas of judgement and forgiveness. They quietly contemplate on things they are proud of and their misdeeds. They begin to explore the concept of atonement.
- They are able to relate this to their own lives and to issues such as bullying and striving to be a better person.
- Pupils in Y4 develop a good understanding of the sequence of events that take place during the Muslim Hajj through role-play and experiential learning. They begin to empathise and relate to feelings and thoughts about the events of Hajj. They demonstrate a developing spirituality and an understanding of the nature and purpose of prayer and meditation. They develop a very good knowledge of the Muslim faith and the notion of one God and that idols are statues.
- Younger pupils learn about Judaism and reflect on the importance of, and preparation for, a day of rest for the Jews. They raise questions and discuss Shabbat in response to a video. They recognise the importance of the family and begin to relate the significance of having a day of rest to their own lives.

Shortcomings

There are no major shortcomings in relation to the standards achieved but :

- Some younger pupils are less secure in their knowledge and understanding of Judaism.
- Some older pupils find quiet moments of reflection challenging and do not always participate fully, especially during circle time activities.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Following an inspection in the Autumn term 1998, the previous inspection report identified nine key issues for action covering the need to:

- Raise standards in information technology by increasing specialist training for all teachers; improving the quantity and quality of resources in all year groups; ensuring that statutory requirements are fully met by increasing the opportunities for learning about modelling and control technology; and increasing the use of information technology across the curriculum in all year groups;
- Ensure that all pupils are able to leave the school buildings safely and swiftly in an emergency;
- Improve provision for the practical work in English, art, design and technology, information technology and physical education.
- Ensure that all pupils in all year groups have equality of opportunity to study in reasonable conditions at all times;
- Improve the arrangements for children at lunch-times;
- Raise pupils' self-esteem and ensure a hygienic environment by improving toilet and changing facilities;
- Improve pupils' social development by ensuring more regular opportunities for all year groups to meet together;
- Ensure that the teaching time provided each week for all pupils is in line with that recommended nationally;
- Extend the systems for monitoring and evaluation of teaching and standards in all subjects by subject co-ordinators.

Through the implementation of a detailed SDP, that focuses on short and medium term targets, there is clear evidence of improvement in all of the above issues. However, the development of ICT as a key skill still needs some attention.

8.2 Key Issues for Action

In order to build upon its current successes, the school needs to:

- Maintain the very good standards in the core curriculum;
- Raise standards in ICT across the curriculum;
- Develop a coherent strategy for and implementation of key skills especially the development of ICT and numeracy;
- Further disseminate current good practice in the development of independent learning.
- Address the issues related to collective worship reflected in the report;
- Continue to work closely with all relevant external agencies in order to minimise health and safety issues identified in the body of the report;
- Maintain the high quality school self evaluation procedures.*
- Continue to work closely with the LEA to resolve the long standing problems concerning accommodation.*

*This key issue is already identified in the SDP.

The inspectors wish to express their thanks to the governing body, head, staff, parents and pupils of Durham Road Junior Primary School for their co-operation and assistance before and during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Durham Road Junior
School type	LEA maintained
Age -range of pupils	7 - 11 years
Address of school	Durham Road Newport
Post-Code	NP19 7DS
Telephone Number	01633 259445

Headteacher	Mr JJ Beecher
Date of appointment	1 st September 2002
Chair of Governors/ Appropriate Authority	Mr K Goodger Newport LEA
Registered Inspector	Mr P J Treadwell
Dates of inspection	26 th -30 th January 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	89	80	84	105	358

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	2	

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25.5:1
Average class size, excluding nursery and special classes	27.5
Teacher (fte) : class ratio	:1:

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	KS2		Whole school
Term 1	94.03		94.03
Term 2	92.31		92.31
Term 3	94.39		94.39

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

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2002										Number of pupils in Y6:			
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School							4	8	77	50	
		National	0	0	3	0	0	1	5	16	45	29	0
	Test/Task	School							0	5	29	57	
		National	0	2	2	1	0	0	4	12	41	38	0
Mathematics	Teacher assessment	School							2	19	34	45	
		National	0	0	3	0	0	1	4	19	46	27	0
	Test/Task	School							2	11	42	39	
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher assessment	School							1	9	29	60	
		National	0	0	3	0	0	0	2	13	49	33	0
	Test/Task	School							0	4	23	66	
		National	0	2	0	0	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	80%	In the school:	80%
In Wales:	72%	In Wales:	70%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 N Pupils who have failed to register a level for reasons other than absence
 B Pupils not entered for tests because they are working outside the levels of the tests.
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
 n tests do not cover these levels.
 n/a not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors over a five day period. Three professional inspectors each spent four or five days, and the lay inspector two days, in the school.

- 72 learning activities were assessed; 67 by the three professional inspectors and five by the lay inspector.
- Each class was visited at least five times.
- Most classes were observed by each inspector.
- Discussions were conducted with the head, the deputy head, all curriculum co-ordinators and ancillary staff, as well as with pupils.
- A cross-section of present and past work from all year groups was reviewed, particularly in the core subjects.
- A representative sample of pupils was heard reading.
- Assemblies were attended and playtimes, lunch times, registrations and other school routines were observed by all the inspectors.
- The resources for each subject and for general school use were examined.
- The school buildings and the site were surveyed.
- The full range of documentation available in the school was studied, including teachers' planning and pupils' records.
- Pre-inspection meetings were held with staff, parents and governors.
- The views of parents and governors were received and analysed. 59 questionnaires were returned; 98% of responses were positive.
- 50 general observation forms were completed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr P Treadwell	1.The school and its priorities 2.Main Findings 3.1 Standards achieved in subjects and areas of learning 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Science Design and Technology Information Technology Physical Education
Mrs C Lewis	4.2 Behaviour and attitudes 4.3 Attendance 5.4 Support, guidance and pupils welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mr M Thomas	3.2 Standards achieved in key skills across the curriculum 4.1 pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.3 Curriculum	Welsh second language English Mathematics Music Art
Mrs P Evans	5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.3 staffing, accommodation and learning resources	English History Geography Religious Education