

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

A Report on the Quality of Education in

**Durham Road Infant School
Durham Road
Newport
NP9 7DS**

School Number: 6802008

Dates of Inspection: 08 – 10 May 2007

by

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Date of Publication: 10 July 2007

Under Estyn contract number: 1122106

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

The inspection of Durham Road Infant School took place between 08/05/07 and 10/05/07. An independent team of inspectors, led by Stephanie James undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Durham Road Infant School serves a densely populated area of Newport, close to the M4 motorway. The school describes its intake as neither advantaged nor disadvantaged. The type of housing in the neighbourhood varies from traditional terraced to semi-detached. It is a stable area with a significant minority of pupils coming from families where parents or grandparents attended the school themselves. It was built in 1894 and is one of the oldest schools in the city. The infant school is due to amalgamate with the junior school in September 2007. The newly created primary school is scheduled to move to a brand new building in autumn 2008, after which the present buildings will be demolished.
2. The school caters for pupils aged four to seven years. Children are admitted to one of the three reception classes in the September before their fifth birthday. Most of them have previously attended one of two Local Education Authority (LEA) maintained nursery schools in the area. Children's attainment on entry to school varies, but is broadly average in character. However, information from baseline assessments indicates that an increasing number of children have communication and language difficulties when they start school.
3. There are currently 230 pupils on roll. Approximately 13 per cent of pupils are entitled to free schools meals, which is a little below the national average. Ninety-one per cent of pupils come from English speaking homes. Nine per cent of pupils are learning English as an additional language. No pupil speaks Welsh as a first language. Forty-five pupils (20 per cent) have been identified as having special educational needs (SEN), which is in line with the national average. Two pupils have a statement of SEN. The school received the Basic Skills Quality Mark for the third time in 2006.
4. The school is in a period of transition. The acting head teacher was appointed in September 2006. He is also head of the junior school, a position which he has held since 2002. The deputy head teacher was also appointed in September 2006. There are currently nine classes, three for each year group. The school was last inspected in May 2001.

The school's priorities and targets

5. The school's mission statement is "Building Firm Foundations for a Successful Future". It aims to promote high achievement by developing the learning capacities of every child through experiencing quality and working as part of a learning community.

6. Main targets in the School's Improvement Plan for the current year 2006 to 2007 are to:
 - provide greater challenge for more-able pupils and review the SEN policy;
 - develop project work in reception classes and introduce year 1 to the Foundation Phase;
 - continue to develop pupils' basic, key and personal skills;
 - strengthen assessment procedures across the school;
 - continue to develop whole school approaches to self-evaluation;
 - develop the role of the governing body;
 - build further on existing links with parents;
 - prepare for amalgamation with the junior school and the move to the new building in relation to a range of management and premises issues.

Summary

7. Durham Road Infant School is a good school with outstanding features in many aspects of its work. Its achievements are all the more noteworthy because the shortcomings in the present accommodation have not been allowed to affect high expectations of pupils' performance or the quality of learning experiences provided. The school has made excellent progress since the last inspection, having very successfully addressed all the key issues for improvement that were identified then.

Table of grades awarded

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

Standards

8. Overall, the achievement of pupils in Durham Road Infant School is good with outstanding features. Pupils achieve high standards in their knowledge, understanding and skills, and in their personal and social development, regardless of their social, ethnic or linguistic background.
9. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
10. Pupils with Special Educational Needs (SEN) make excellent progress and achieve very good standards in relation to their needs and abilities. As a result of the school's current emphasis on providing greater challenge for more-able and talented pupils, this group is making good progress and beginning to achieve their full potential.
11. Throughout the school, pupils make excellent progress in using their speaking and listening skills. They use their developing literacy skills very well for an increasingly wide range of purposes. There are outstanding features in some aspects of their writing. They competently apply their numeracy skills and use Information and Communications Technology (ICT) for a good variety of

purposes to support their work across the curriculum. The development of their bilingual skills is good with outstanding features.

12. Over recent years, pupils have maintained high standards in the end of key stage 1 National Curriculum statutory assessments in the three core subjects of English, mathematics and science. The performance of pupils at Durham Road Infant school has consistently been in the top 25 per cent of schools both in comparison with pupils in all schools in Wales, and in relation to similar schools (those with between 8 and 16 per cent of pupils eligible for free school meals).
13. Pupils have an outstanding capacity, considering their young age, to reflect on their learning. The majority of pupils know what they are good at and what they need to do to improve. An outstanding feature in nearly every classroom is the high degree of interest pupils show in their work and their ability to sustain concentration.
14. The behaviour of pupils is good with outstanding features. Attendance is above average, but is adversely affected by family holidays in term time.
15. Pupils make excellent progress in their personal, social, moral and wider development. The quality of relationships throughout the school is outstanding.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	70%	4%	0%	0%

16. The quality of teaching in 96 per cent of lessons is good or better and shortcomings are rare. This compares extremely well with the national picture where the quality of teaching is good or better in 79 per cent of lessons. The consistent quality of the teaching in all year groups is a key strength of the school and a very important contributory factor to the high standards pupils achieve.
17. There are a number of outstanding features in the quality of teaching. These include a purposeful, secure working atmosphere, encouragement of pupils to think and learn independently and a wide range of stimulating teaching approaches and resources. Members of staff plan very effectively for individual needs and ensure consistency in pupils' learning experiences. Assistants support pupils extremely well.
18. A rare shortcoming in the quality of the teaching is where a whole class discussion or activity is too prolonged, leading to some restlessness on the part of a few pupils.

19. The overall quality of assessment, and its use in planning for pupils' learning, is good with no important shortcomings. However, procedures for tracking pupils' progress from baseline assessments in the reception classes to the end of key stage 1 could be clearer. Teachers are very skilled at helping pupils to reflect on their learning in lessons. There is a good marking policy but it is not yet used consistently by all teachers. Reports to parents are detailed and informative.
20. The overall quality and range of learning experiences are good with outstanding features. Innovative approaches to the curriculum are clearly bearing fruit in the levels of interest pupils show in their work and the standards they achieve. The provision for children under five is rigorously planned to provide a very wide range of stimulating and exciting experiences.
21. Pupils' learning is richly enhanced by the excellent range of sporting, musical and cultural extra-curricular activities provided both during and outside the school day.
22. The overall provision for pupils' moral and social development has many outstanding features. The school successfully promotes spiritual development through shared values which are strongly reinforced during lessons and in daily shared assemblies. However, some opportunities are missed to allow pupils sufficient time for personal reflection on the themes discussed. The school effectively promotes pupils' awareness of the culture and heritage of Wales and of cultural diversity. It promotes pupils' bilingual skills exceptionally well.
23. The school has excellent and positive links with parents, the local community and other schools and colleges. Very well established links with local businesses and industry is an outstanding feature. Education for sustainable development and global citizenship is well developed.
24. Pupils are cared for, guided and supported very well in an extremely supportive, happy environment. The school has a very positive ethos and works hard to make every pupil feel valued and included. This provision is an outstanding feature.
25. The school has a very carefully structured and well co-ordinated Personal and Social Education programme that promotes pupils' personal and social development extremely well. Everything that can be done to safeguard and protect pupils is done. There are extremely clear policies and procedures for child protection.
26. The provision for pupils with additional learning needs is good with outstanding features. Teachers and support staff co-operate extremely well to provide support of an exceptionally high quality for all pupils with additional learning needs. They are very well integrated into the life and work of the school and receive a broad and balanced curriculum.

27. The overall quality of provision for equal opportunities is good. The arrangements to eliminate racism, oppressive behaviour, bullying and harassment are good with outstanding features and are very well implemented throughout all areas of the school.

Leadership and management

28. There is a very strong sense of direction and purpose to the work of Durham Road Infant School. Explicit aims and values that promote equality for all are clearly evident in the daily life of the school.
29. The acting head teacher has already made a very marked impact on key aspects of the school's work. The quality of his leadership is outstanding. Building on the school's strong traditions, he has very quickly gained the confidence and support of parents and all members of staff. The process of amalgamation with the junior school is being very carefully planned and sensitively managed.
30. The acting head teacher is very ably assisted by the newly-appointed deputy. Members of staff work extremely well as a team and participate fully in the decision making process. An outstanding feature is the enthusiasm with which very experienced members of staff have embraced new approaches to teaching and the curriculum.
31. The school takes excellent account of national and local priorities and partnerships.
32. Subject leaders have a very clear view of strengths and shortcomings in their areas of responsibility. The school shows a strong commitment to developing the expertise of both teaching and support staff and there is a clear focus on improving standards and the quality of teaching.
33. The governing body is pro-active, effective and supportive. It is fully involved in discussions about the strategic direction of the school in the run-up to amalgamation with the juniors. The Governing Body meets statutory requirements and, through regular monitoring, ensures that a high quality of education is provided.
34. Self-evaluation arrangements are outstanding and are clearly focussed on the need to improve pupils' standards of achievement. The whole school community contributes fully to the School Improvement Plan. This is an extremely well informed working document with targets that are prioritised and clearly stated. Priorities are fully supported through adequate allocation of resources.
35. The school's self-evaluation report is outstanding. Its strengths and areas for improvement are very accurately identified. Since the last inspection, substantial improvements are evident as a result of the school's sharp and accurate focus on improving quality in a number of key areas.

36. Good learning resources are available to meet the needs of the curriculum, but there are many inadequacies in the quality of accommodation. However, the school ensures that the building does not have a negative impact on the standards pupils achieve.
37. The school makes highly effective use of its resources. The acting head teacher and governing body regularly review, and stringently evaluate, the use of resources in order to ensure that pupils' standards of achievement are maintained and developed according to the school's priorities and targets. The school therefore provides excellent value for money.

Recommendations

- R1 Maintain the high standards achieved overall.
- R2 Refine assessment procedures and the tracking of pupils' progress from their attainment on entry to school to the end of key stage 1.

Note The school has already identified Recommendation 2 as an area for improvement in its current School Improvement Plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: good with outstanding features

39. The inspection team does not agree with the school's self-evaluation of grade 2 for this key question. This is because the school under-estimated how well learners achieve.
40. Overall, the achievement of pupils in Durham Road Infant School is good with outstanding features. Pupils achieve high standards in their knowledge, understanding and skills, and in their personal and social development, regardless of their social, ethnic or linguistic background.
41. With very few exceptions, pupils achieve the levels expected for their age by the end of key stage 1, no matter what their starting point. Many of them exceed agreed learning goals.
42. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. As a result of the rich and stimulating curriculum provided in the reception classes, children develop their knowledge, understanding and skills extremely well in all areas of the curriculum.
43. Because of the very well targeted support they receive, pupils with additional learning needs, including those with Special Educational Needs (SEN), make excellent progress and achieve very good standards in relation to their needs and abilities. In 2006, for example, one hundred per cent of pupils on the SEN register achieved level 2 in mathematics in the National Curriculum assessments at the end of key stage 1. Nearly all of them also achieved level 2 in English and science. This represents an outstanding achievement for these pupils.
44. Throughout the school, pupils make excellent progress in using their speaking and listening skills. The youngest children listen very attentively to their teachers and to one another. They confidently engage visitors in conversation and are keen to express their ideas. By year 2, pupils show great maturity in group discussions and show excellent understanding of the role of the 'chair person'. More-able pupils justify their opinions extremely well.
45. Pupils use their literacy skills very well for an increasingly wide range of purposes. They make good progress in reading to find out information. For example, pupils in year 1 generate some very pertinent questions about things they want to find out about snails and confidently consult non-fiction books to obtain the answers. They write in a reasonable range of contexts. By year 2, pupils write in a very wide range of genres and show increasing control of a variety of forms. However, the independence and willingness of a significant

minority of pupils to write stories of considerable length is an outstanding feature.

46. Pupils apply their developing numeracy skills in a good range of contexts. In science lessons in year 1, for example, pupils sort objects correctly according to their magnetic properties. In design and technology lessons, they use their estimation and measuring skills competently when building 'enclosures' for model animals. They use a good range of Information and Communications Technology (ICT) for a variety of purposes to support their work across the curriculum. These include word processing and graphics packages and data handling programs.
47. Pupils' progress in developing their bilingual skills is good with outstanding features. Throughout the school, they are very enthusiastic in their efforts and ability to use Welsh in all subjects and areas of learning. Their problem-solving and creative skills are developing well.
48. Over recent years, pupils have maintained high standards in the end of key stage 1 National Curriculum statutory assessments in the three core subjects of English, mathematics and science. The performance of pupils at Durham Road Infant school has consistently been in the top 25 per cent of schools. This is the case both in comparison with the performance of pupils in all schools in Wales, and in relation to pupils in similar schools (those with between 8 and 16 per cent of pupils eligible for free school meals).
49. In the 2006 National Curriculum assessments, the performance of pupils at the end of key stage 1 was well above the average of other pupils in the Local Education Authority (LEA) and in Wales. Ninety-four per cent of pupils attained the expected level 2 in the three core subjects of English, mathematics and science in comparison with 81 per cent in Wales. There was no significant difference in the percentage of girls and boys achieving the expected level. An outstanding feature is that the percentage of boys attaining level 2 in all three core subjects was 92 per cent. This was much higher than the Welsh average of 76 per cent and the Newport average of 83 per cent.
50. The percentage of pupils achieving the higher level 3 in 2006 was not as high as in previous years. This is a reflection of the fact that the overall attainment on entry to school of that group of pupils was below average. The achievement of level 2 was therefore a reflection of the very good progress that many of them had made. Eighteen percent more girls than boys achieved level 3 in English, a reflection of the national difference in the performance of boys and girls in this subject.
51. Prior to the relative dip in the number of pupils achieving the higher level 3 in 2006 due to the lower overall ability of that group of pupils, the percentage of pupils achieving this level has been consistently higher than national averages, particularly in mathematics and science. The performance of more-able pupils in the current year 2 is expected to be as high as, or higher than, the years before 2006.

52. Pupils make excellent progress, overall, in acquiring new knowledge, understanding and skills and applying them to new and unfamiliar situations. They are helped in this by their outstanding capacity, considering their young age, to reflect on their learning. They talk with understanding about skills such as "reciprocity" and how sharing ideas with other people helps their learning. The majority of pupils know what they are good at and what they need to do to improve in different aspects of their work.
53. Pupils who enter school with below average attainment make excellent progress towards fulfilling their potential and achieving levels expected of their age before going on to the next stage of their education. As a result of the school's current emphasis on providing greater challenge for more-able and talented pupils, this group is making good progress and beginning to achieve their full potential. By year 2, for example, talented writers, including those for whom English is an additional language, are writing fluently, creatively and at extraordinary length.
54. Pupils make excellent, efficient use of their time. An outstanding feature is their development of the capacity to make sensible choices and work independently. A notable feature in nearly every classroom is the high degree of interest pupils show in their work and their ability to sustain concentration. As a result of the consistent promotion throughout the school of values such as "resourcefulness" and "resilience", even the youngest children use these terms to describe the independence or perseverance they have shown in their work. They are very highly motivated to learn.
55. The behaviour of pupils throughout the school is good with outstanding features. Almost without exception, pupils are kind, friendly and polite to one another and to visitors. Because the school's behaviour management approaches are so positive and consistent, pupils who have behavioural difficulties are not apparent in classrooms and around the school. Given the often cramped conditions in which they have to work and move, pupils exhibit a high degree of self-discipline. One hundred per cent of parents who responded to the pre-inspection questionnaire agreed that pupils achieve high standards of good behaviour.
56. At 93.9 per cent, the average rate of attendance for the three terms before the inspection is above LEA and national averages. Absences are caused mainly by the susceptibility to illness of very young children. However, the overall rate is also adversely affected by family holidays in term time and the persistent absence of a very small number of pupils. The vast majority of pupils attend school regularly and are punctual at the start of the day. About fifty pupils achieve full attendance each term.
57. Pupils make excellent progress in their personal, social, moral and wider development. The quality of relationships in the school is outstanding and promotes an atmosphere of fairness, honesty and respect where pupils show an increasing ability to question and think for themselves. In all school activities, pupils show a good awareness of equal opportunity issues.

58. Pupils' understanding of cultural diversity is good. They work and play happily together, support each other and respect differences in faith or culture. They have a good awareness of their own Welsh heritage and of other cultures through, for example, the regular visit of 'Timba, the Persona doll', the school's support for a child in Africa and 'multi-cultural' weeks.
59. Pupils develop an excellent understanding of the world of work. Elected School Council representatives from each class develop problem solving and decision making skills extremely well. They have a real voice in the school and make mature decisions and considered observations. Pupils also develop an extremely good understanding of their place in the community because they participate in an excellent range of projects and community events.

The quality of education and training

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

Grade 1: good with outstanding features

60. The inspection team does not agree with the school's self-evaluation of grade 2 for this key question. This is because the school under-estimated the number of outstanding features in the quality of teaching.
61. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	70%	4%	0%	0%

62. The quality of teaching in 96 per cent of lessons is good or better and shortcomings are rare. This compares extremely well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006. Nationally, the quality of teaching is good or better in 79 per cent of lessons.
63. The consistent quality of the teaching in all year groups is a key strength of the school and a very important contributory factor to the high standards pupils achieve.
64. Outstanding features in the quality of teaching include:
- excellent relationships between members of staff and pupils that ensure a very purposeful, secure working atmosphere;
 - a very good understanding of the role of the teacher as a facilitator of pupils' independent thinking and learning, as individuals or in small groups;
 - teachers' involvement in a number of innovative projects that keep them abreast of new developments in the education of young pupils;
 - the stimulating use of a wide range of different approaches and resources that very successfully capture and sustain pupils' motivation and interest;
 - the use of incidental Welsh that makes a notable contribution towards pupils' bilingual competence;
 - very careful planning and clear lesson objectives and expectations that are well understood both by pupils and additional adults who work with them.
65. Members of staff, including teaching and support assistants, plan very effectively in year group teams, thus ensuring consistency in the learning experiences provided for pupils in different classes within the same year group. Teaching and support assistants are thus enabled to support pupils extremely well.

66. Teachers ensure equal opportunity for pupils and all members of staff treat them fairly, consistently and with respect. Teachers modify tasks very effectively to meet the needs of different groups of pupils.
67. In the rare case where there is a shortcoming in the quality of the teaching, whole class discussions and activities are too prolonged, leading to some restlessness on the part of a few pupils.
68. The overall quality of assessment, and its use in planning for pupils' learning, is good with no important shortcomings. The policy for assessment, recording and reporting has recently been reviewed. There are comprehensive procedures for regularly assessing pupils' achievements in the core subjects. However, the procedures for tracking pupils' progress from baseline assessments in the reception classes to the end of key stage 1 could be clearer. Nevertheless, assessment and reporting procedures fully meet statutory requirements.
69. Baseline assessments in the reception classes are used well to underpin teachers' planning and to monitor and record children's progress over time. Any children whose progress is a cause for concern are quickly identified and excellent additional support is allocated to them.
70. The progress of pupils with SEN is very carefully monitored in relation to the targets in their Individual Education Plans. The progress of pupils with English as an additional language is also regularly reviewed. More-able and talented pupils have recently been identified and placed on the special needs register. This has effectively raised the quality of teachers' assessment of the particular needs of these pupils and helped them plan appropriately challenging work for them.
71. Teachers regularly and effectively adjust their weekly plans following their evaluation of pupils' responses to previous lessons. Their assessments of pupils' achievements on completion of units of work and at the end of key stage 1 are accurate as a result of careful moderation of their work.
72. Pupils are increasingly involved in setting their own short term targets for improvement. Younger pupils do this in 'bubble posters'. By year 2, pupils keep a record of what they have learnt in 'learning diaries'. Teachers are very skilled at helping pupils to reflect on their learning during lessons and at the end of them.

73. There is a good, recently revised, marking policy but it is not yet used consistently by all teachers. In the best practice, teachers give very clear, specific feedback on the good features in a piece of work and indicate points for improvement "next time". These points are also directly linked to the individual pupil's targets for improvement. However, other feedback, such as "well done", is too general to help pupils in their efforts to improve the standard of their work.
74. Reports to parents are detailed and informative. They give a very clear picture of their child's performance in the six areas of learning for under fives and in National Curriculum subjects in key stage 1. They also helpfully indicate the way forward in pupils' learning and how parents can further support their child. However, they do not indicate how the child's performance compares with standards expected of pupils of the same age, a point that a few parents raised in the pre-inspection meeting and in the questionnaire. There are formal parent consultation meetings once a term and many informal opportunities for parents to visit and discuss their children's progress.

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

Grade 1: good with outstanding features

75. The inspection team does not agree with the school's self-evaluation of grade 2 for this key question. This is because the school under-estimated the number of outstanding features in the range and quality of learning experiences it provides.
76. The school actively promotes the provision of interesting learning opportunities for pupils through a curriculum that is relevant, balanced and which meets learners' needs and aspirations extremely well. It fully meets all legal requirements, including excellent provision for pupils' personal, social and health education.
77. The overall quality and range of learning experiences are good with outstanding features. They are exceptionally well planned to ensure progression through rich and varied experiences which are accessible to all and meet the needs of all learners, including those with SEN, those with English as an additional language and more-able and talented pupils. Talented mathematicians in year 2, for example, are benefiting from the challenges offered when they join in some mathematics lessons with year 3 pupils in the junior school.
78. Innovative approaches to aspects of the curriculum are clearly bearing fruit in the levels of interest pupils show in their work and the standards they achieve. The provision for children under five is rigorously planned to provide a very wide range of stimulating and exciting experiences. The recently introduced 'project days', for example, actively encourage the development of children's abilities to pursue their own interests and become independent and

responsible for their own learning. New approaches to the teaching of writing, based on reading, discussion, drama and role-play activities as a rehearsal for writing are clearly paying dividends in terms of pupils' confidence and positive attitudes to their work. These are outstanding features in the learning experiences provided.

79. There is excellent overall provision for the development of pupils' basic and key skills. Opportunities for their development are identified in all schemes of work and implemented very effectively. The provision has been carefully co-ordinated to ensure progression in pupils' development and use of their speaking and listening, literacy, numeracy and information technology skills. An outstanding feature is the way in which members of staff encourage pupils to use the vocabulary related to these skills to help them reflect on their learning in all lessons. For example, at the end of lessons pupils identify where they have been using their communication skills either through discussion or reading and writing. Furthermore, personal, social and learning skills such as resilience, reciprocity, reflection and resourcefulness are displayed in every classroom and promoted and referred to in every lesson.
80. Pupils' experiences, and the standards they achieve, are richly enhanced by the excellent range of sporting, musical and cultural extra-curricular activities provided both during and outside the school day. Pupils also benefit greatly from visits to places such as Allt-Yr-Yn Nature Reserve and local Wetlands. Experts from outside agencies share their experiences and further stimulate pupils' learning. The visits of the Lave fisherman, Welsh harpist, Indian and Italian cooks are examples of such interesting shared experiences. Visits to the community to participate in dance and musical festivals are another strong feature of the provision.
81. The overall provision for pupils' moral and social development has many outstanding features. These aspects of their development are promoted very well through excellent opportunities for pupils to discuss moral issues in a structured way. They are further developed by pupil initiatives to raise money for good causes both locally and internationally. Their visits and activities in the community provide a wide range of opportunities for pupils' social interaction. Regular opportunities for pupils to work collaboratively across all subject areas very effectively develop their social relationships. Pupils are very aware of the difference between right and wrong. This is promoted exceptionally well by the school's positive ethos and strong values.
82. The school successfully promotes spiritual development through shared values of care and consideration for others and for the environment. These are strongly reinforced during lessons and in daily shared assemblies. However, some opportunities are missed during acts of daily worship to allow pupils sufficient time for personal reflection on the themes discussed.
83. The school has excellent and positive links with parents, the local community and other schools and colleges. Parents make an exceptional contribution to the school through their regular support of pupils' learning. Their involvement in the reception classes' project days is an example of such valuable support.

Visitors from the community, such as police officers and the local librarian, enrich pupils' learning experiences. The school provides good training facilities for student teachers and other students undertaking vocational qualifications.

84. There are very effective transition arrangements with the local feeder nursery schools and the partner junior school. Pupils confidently look forward to transfer to the juniors. Curriculum bridging units that involve both staff and pupils, assemblies and visits, also support the transition very well.
85. The school's very well established links with local businesses and industry is an outstanding feature. Seven teachers have benefited from industrial placements that enhance their professional development. Pupils benefit from a very interesting programme of visits and visitors that enhance their awareness of the world of work both past and present. For example, they work with the librarian to learn about toys from long ago and with engineers to make moving objects. They are gaining first-hand experience of the construction industry and are learning about health and safety issues through visits to the site of their new school. Their work on a healthy lifestyle is enhanced through their work with the head chef of a local restaurant. They handle money and purchase ingredients from local shops and supermarkets. They also interview people such as health workers, fire fighters, the postman, gardener and vet about the jobs they do, which further extends their understanding of the world of work extremely well.
86. Pupils' awareness and appreciation of the culture and heritage of Wales is enhanced very well through visits to places of interest, the study of Welsh artists such as Gwen John and the celebration of Saint David's Day. Schemes of work effectively identify opportunities for *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, and a clear policy ensures its inclusion in all subjects and areas of learning. The school's promotion of pupils' bilingual skills is outstanding. It provides excellent opportunities for the use of incidental Welsh throughout the day.
87. The school successfully addresses social disadvantage in the school community. The need to provide equality of opportunity and challenge stereotyping is at the heart of the school's ethos. Policies and practices are regularly reviewed to fulfil this aim.
88. Education for sustainable development is well developed. Pupils enthusiastically recycle a variety of materials and the school has gained the Bronze and Silver Eco Awards. Pupils support many charities. Areas of the curriculum such as geography, religious education and Personal and Social Education programme, together with well planned programmes such as the multi-cultural week, give pupils a good awareness of global citizenship.
89. There are outstanding features in the opportunities provided for pupils to develop entrepreneurial and other skills required to support economic development. An excellent example of this is the 'mini-enterprise' project undertaken by pupils in year 2 where they design, make and sell Christmas

cards. Representatives from all classes on the School Council develop team building and negotiating skills and a good understanding of value for money. They make considered decisions of purchases such as playground equipment and mature requests such as door locks in the toilets. All pupils have the opportunity to take responsibility by undertaking *Helpwr Heddiw* class monitor roles.

90. The school gives excellent attention to national priorities for lifelong learning and community regeneration. It is very involved in the Healthy and Eco Schools initiatives, supports many community activities and participates in the annual Newport Festival. The school hosts the annual 'One Step at a Time' project for parents whose children are about to enter Reception classes. A notable feature of its day-to-day work is its encouragement of pupils to be independent in their learning.

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

Grade 1: good with outstanding features

91. The inspection team agrees with the school's self-evaluation of this key question.
92. Pupils are cared for, guided and supported very well in an extremely supportive, happy environment. The school has a very positive ethos and works hard to make every pupil feel valued and included. This provision is an outstanding feature.
93. The school has an excellent partnership with parents and carers and fully takes account of their views. At the pre-inspection meeting, and in responses to the questionnaire, the overwhelming majority of parents confirmed this. They expressed very positive views about the school and strong appreciation that the head teacher and staff are friendly and approachable. There is very good daily informal contact between teachers and parents. Regular newsletters and other communications keep parents very well informed about school life.
94. When children first enter the school, highly effective induction arrangements help ensure they settle quickly. Children attend on a part-time basis for the first couple of weeks and are allowed to continue to attend part-time if they need extra time to settle. There are similarly effective arrangements when children move from reception to key stage 1 and from key stage 1 to key stage 2. The school is involved in a pilot key stage 1/2 mathematics transition initiative.
95. The school has a very carefully structured and well co-ordinated Personal and Social Education programme that promotes pupils' personal and social development extremely well. Many aspects of the curriculum give pupils an excellent awareness of the need for a healthy lifestyle.

96. Teachers know their pupils very well and their needs are very effectively identified and supported. Relationships between pupils, teachers and support staff are excellent and a climate of mutual respect is very apparent throughout the school. Pupils trust their teachers, sharing any worries that concern them. The school liaises with a good range of external agencies to ensure that pupils with specific needs are very well looked after. Excellent use is made of the expertise of visiting specialists to train staff and provide support for pupils.
97. Pupils' attendance and punctuality are carefully monitored. Parents are reminded at an early stage of the importance of regular attendance and punctuality. The school operates a 'first day' response system for the very few families that give concern. It works very closely with the Education Welfare Officer.
98. Pupils' behaviour is closely monitored. Teachers and other members of staff apply policies for behaviour management consistently and all adults in the school are very good role models. Trained mid day supervisors operate the reward system. Incidents of misbehaviour are dealt with sensitively and resources such as persona dolls are used effectively. Pupils are quick to apologise. Appropriate action is taken and the school works closely with parents to support pupils who experience difficulty.
99. All adults in the school are very well aware of pupils with particular needs and know agreed procedures in the event of accidents and emergencies, such as how to help pupils with identified allergic reactions and medical conditions. The school works closely with health workers who provide training for specific needs. There is a comprehensive health and safety policy, risk assessments are systematic and all staff are alert to issues relating to the well being of pupils. Pupils are very well supervised at all times.
100. The school participates in the Healthy Schools initiative and promotes health and fitness through a wide range of activities for pupils. Parents support the school's policy on fruit snacks at break times and salad, fruit, vegetables and 'Halal' meals are provided at lunchtime. Play equipment ensures active playtimes and lunchtimes. Pupils take turns and share well so that there are few accidents during these periods. The provision is carefully monitored and reported regularly to the governing body.
101. Everything that can be done to safeguard and protect pupils is done. There are extremely clear policies and procedures for child protection. The acting head teacher, his deputy and a class teacher are the designated child protection officers. The police liaison officer is the named designated link governor. All teachers, support and supply staff, mid-day supervisors, volunteers and students are trained to ensure they are fully aware and alert to signs that a child may be in need of protection. There are appropriate leaflets for all staff and visitors. Child protection procedures are included in the Parent Handbook and the issue is raised in every staff meeting.
102. The provision for pupils with additional learning needs is good with outstanding features. The acting head teacher, special educational needs co-

ordinator (SENCO) and school staff work very closely together to identify individual learning needs at an early stage. They monitor pupils' progress very carefully. Pupils know their individual educational targets, and what they need to do to improve is very clearly documented on their individual educational plans. Pupils' work is regularly reviewed in conjunction with parents, and learning objectives appropriately modified to take account of the progress made.

103. Teachers and support staff co-operate extremely well to provide support of an exceptionally high quality for all pupils with additional learning needs. The quality of this support is such that it enables these pupils to improve their skills and make excellent progress with their work. Initiatives such as the 'Reading Recovery' and 'Tackling the Tail' programmes are very well planned and implemented and enable pupils to make rapid progress over a short period of time.
104. The school is sensitive to issues of equal opportunities and inclusion. All pupils with additional learning needs are very well integrated into the life and work of the school and receive a broad and balanced curriculum. The school works very closely with many external agencies, using their expertise well to train staff and provide good professional support for pupils. This liaison is a notable strength which impacts positively on the standards that pupils achieve.
105. The whole school approach of praise and reward is very effective in encouraging pupils to do well and work in a positive climate of mutual respect and co-operation. Pupils with behavioural issues are provided with supportive strategies that help them modify inappropriate behaviour. The Personal and Social Education programme, the involvement of pupils in the drawing up of school rules and the voice that pupils have in school affairs through the school council all contribute to an ethos that ensures that all pupils have good opportunities to learn effectively without interference or disruption. Inappropriate behaviour is dealt with in a sympathetic but highly effective manner, in line with the agreed policy.
106. The overall quality of provision for equal opportunities is good. When planning and delivering its support and guidance policy, the school takes great care to recognise the diversity of pupils' backgrounds and tailors its procedures to reflect this. It successfully promotes gender equality and challenges stereotypes through all aspects of the curriculum. All pupils, irrespective of their background or need, have equal access and opportunity to participate in all school activities. The school has a disability action plan and care has been taken to provide good facilities for disabled pupils and visitors, within the limitations of the building.
107. The arrangements to eliminate racism, oppressive behaviour, bullying and harassment are good with outstanding features and are very well implemented throughout all areas of the school. All staff work very effectively to equip pupils with the skills they need to co-operate with each other and take positive advantage of the education provided by the school. The school celebrates diversity well in all aspects of its life and work.

Leadership and management

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

Grade 1: good with outstanding features

108. The inspection team does not agree with the school's self-evaluation of grade 2 for this key question. This is because it under-estimated the number of outstanding features in the leadership and strategic management of the school.
109. There is a very strong sense of direction and purpose to the work of Durham Road Infant School. One of the first priorities of the newly-appointed acting head teacher at the start of the year was for members of staff and representatives from the governing body to reflect on the school's mission statement and aims and consider how they are achieved in the daily life of the school. Partly as a result of this period of reflection, explicit aims and values that promote equality for all are clearly evident in the daily life of the school.
110. Although the acting head teacher has only been in post since September 2006, he has already made a very marked impact on key aspects of the school's work. The quality of his leadership is outstanding and characterised by a very good blend of approachability and firmness of purpose. Building on the school's strong traditions, he has very quickly gained the confidence and support of parents and all members of staff. Drawing very effectively on his experience of headship in previous schools, he has built a team who are all involved in decision making and have shared, agreed goals.
111. As the infant school approaches amalgamation with the junior school, the acting head teacher divides his time very efficiently between the two schools and delegates his responsibilities wisely. The process of merging the two schools is being very carefully planned and managed.
112. The acting head teacher is very ably assisted by his newly-appointed deputy who effectively assumes some of his responsibilities when he is in the junior school. Her previous experience in providing in-service training and demonstration lessons for the infant school, prior to her appointment to it, have provided her with an excellent springboard into her new role.
113. Together, the acting head, deputy and other members of the Leadership and Support Team have been instrumental in building exciting new approaches to teaching and curriculum innovation. An outstanding feature is the enthusiasm with which very experienced members of staff, as well as younger teachers, have embraced these new approaches, to the obvious benefit of the pupils.
114. The school takes excellent account of national and local priorities and partnerships. It is very involved in a number of organisations, pilot projects and other initiatives. For example, the acting head teacher chairs the Primary Head Teachers' Association and leads leadership and management courses

in the Local Education Authority (LEA). The deputy head ran the pilot oracy scheme, 'One Step at a Time' for the LEA, which is now having a considerable impact on the standard of pupils' speaking and listening skills in the school. The very effective co-ordination of 'project days' in the reception classes is anticipating extremely well the approaches of the Foundation Phase, which is to be introduced in all primary schools in Wales next year.

115. Subject leaders have a very clear view of strengths and shortcomings in their areas of responsibility through regular monitoring of pupils' work, coverage of schemes of work and the observation of some lessons.
116. The performance management system is well established. Through regular monitoring of the quality of teaching and pupils' books, the acting head teacher effectively identifies general and individual targets for improvement. There are annual and interim reviews of progress towards these targets. The school shows a strong commitment to developing the expertise of both teaching and support staff. The system promotes teachers' continuing professional development very well and is valuable in improving standards and the quality of teaching. Training objectives reflect an excellent balance between the school's priorities and the needs of individuals.
117. Lines of communication and daily routines are very efficient and allow the everyday work of the school to proceed smoothly.
118. The governing body is pro-active, effective and supportive and includes people with a wide range of expertise and ability. They are fully involved in discussions about the strategic direction of the school in the run-up to amalgamation with the juniors. They meet twice a term and effectively monitor progress towards targets for improvement identified in the School Improvement Plan.
119. Individual members of the governing body have at least one area of responsibility and one curriculum area in which they take a particular interest. Regular meetings with relevant subject leaders and co-ordinators keep them well informed about developments in their areas of responsibility.
120. The chair of governors regularly attends school and therefore has a very good idea of the quality of the provision. Several governors have observed lessons and assemblies and given constructive written feedback to relevant members of staff. The link governor for Personal and Social Education programme has observed and given feedback on 'Circle Times'. These are outstanding features in the governing body's monitoring of the quality of the provision. Governors attend school events and training and have contributed fully to the self-evaluation process.
121. The Governing Body meets statutory requirements and ensures that a high quality of education is provided for pupils.

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

Grade 1: good with outstanding features

122. The inspection team does not agree with the school's self-evaluation of grade 2 for this key question. This is because there are a number of outstanding features in the school's self-evaluation process.
123. The acting head teacher and Leadership and Support Team have established a whole school culture which sharply focuses on high expectations, self-improvement and the raising of standards through all areas of school life. Leaders and managers very accurately identify areas for development. They write good quality action plans that are firmly based on comprehensive evaluations and are well designed to achieve the desired improvements. Priorities are very clearly set out, understood by all members of staff and accurately focus on key areas for improvement.
124. The whole school evaluation procedures are arranged systematically to enable staff to draw on first-hand evidence of the quality of teaching and learning and evaluation of the standards pupils achieve. This involves all staff in assessing the outcomes of the work that they do, by analysing performance data and identifying trends over a period of time. These evaluation arrangements are outstanding and are clearly focussed on the need to improve pupils' standards of achievement.
125. The acting head teacher and Leadership and Support Team ensure that the whole school community contributes fully to the School Improvement Plan. Pupils, staff, governors, parents and the wider school community combine to give purpose to the direction of the school. This gives the School Improvement Plan a common ownership by all stakeholders who have contributed to the process. The way in which they work together to implement the objectives of the plan is a notable strength of the school.
126. All members of staff have detailed job descriptions which clearly state their responsibilities as part of the team to plan, implement and monitor the effectiveness of improvement strategies. They understand, and are fully involved in, the self-evaluation arrangements. The evaluation of their lesson plans by both teaching and support staff is of a very high quality.
127. Subject leaders have an important role in school improvement. They have responsibility for monitoring the quality of teaching, learning and resources and raising standards in their subjects by setting and evaluating targets for improvement and supporting their colleagues. The quality of their work is excellent.
128. The School Improvement Plan is a detailed and extremely well informed working document with targets that are prioritised and clearly stated. The head teacher, Leadership and Support Team and governors ensure that the

school's priorities are fully supported through adequate allocation of resources. Action plans have a clear focus with realistic timescales, resource needs and success criteria. Interim and final evaluation is rigorous. The school sets realistic and challenging targets for year groups and for the end of key stage 1.

129. The school's self-evaluation report is good with outstanding features. Its strengths and areas for improvement are very accurately identified. The document is comprehensive, based on first-hand evidence and is very well analysed.
130. The school's excellent self-evaluation process has enabled it to address very successfully all the key issues identified in the last inspection report. Substantial improvements are evident, for example, in the quality of provision for the under fives, the overall quality of teaching and learning and in pupils' use of ICT. The inspection team agreed with the school's self-evaluation in one out of the seven key questions. In the other six key questions, the team awarded one grade higher than the school's self-evaluation. However, the inspection team's judgements about the school's strengths and areas for improvement matched precisely those identified in the text of the school's self-evaluation report.

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

Grade 1: good with outstanding features

131. The inspection team does not agree with the school's self-evaluation of grade 2 for this key question. This is because there are outstanding features in the school's efficient management of resources, despite deficiencies in the standard of the accommodation.
132. Pupils are extremely well supported by a highly effective team of experienced and suitably qualified teachers who have the knowledge and expertise to teach all aspects of the curriculum. All members of staff have clear roles and responsibilities and are managed very effectively to maximise the use of their expertise, experience and time.
133. Through skilful budget management, the head teacher and governors have maintained very good pupil-teacher ratios. They have continued to employ several teaching assistants who make an outstanding contribution to the overall quality of learning, most notably with the implementation of initiatives such as 'One Step at a Time' and 'Catch Up' programmes. Members of staff work extremely well together, sharing views and experiences in the best interests of pupils.
134. Good learning resources are available to meet the needs of the curriculum. Subject leaders manage them well. A considerable investment has been made in the purchase of ICT, literacy and numeracy resources, which have had a very positive impact on skills and standards. Good use is made of

external resources, such as the junior school hall, for physical education and whole school assemblies.

135. There are many inadequacies in the quality of accommodation. Classrooms are small and the size of the hall is restrictive for collective activities. Much of the fabric of the building is in a poor state of repair. The canteen is situated off site, which necessitates young children walking some distance in all weathers along a residential road. However, members of staff do not allow the poor standard of accommodation to affect their high expectations of pupils' performance or the quality of learning experiences they provide. The large play ground is attractively marked with playground games and used to its full potential for outdoor play. Attractive and informative displays in the classrooms and access areas celebrate pupils' achievements and enhance the learning environment. In their responses to the pre-inspection questionnaire, a significant number of parents said that the only negative thing about the school is the quality of the building but that staff do a "marvellous job" within its constraints.
136. The school has excellent systems in place to ensure that all resources are fully utilised to support teaching and learning. Priorities for further development are identified very effectively in the School Improvement Plan and careful consideration is given to costs and benefits to the school. Co-ordinators effectively take responsibility for resourcing their subjects, after consultation with relevant personnel.
137. All members of staff are actively encouraged to attend relevant courses for their own professional development. These are linked to the identified priorities of both the School Improvement Plan and the LEA. A prioritisation system ensures good value for the school and individuals. The school takes advantage of every opportunity to obtain grants and bursaries to further extend teachers' and support staff's professional development. An outstanding feature is the investment made by the school in the professional development and support of teaching assistants through the medium of GNVQ courses and their subsequent contribution to the quality of education.
138. The organisation of teachers' preparation, planning and assessment time is extremely effective. Year group teachers are released together in order to ensure that planning is thorough and that there is progression, continuity and consistency in pupils' learning. The school uses the expertise of Higher Level Teaching Assistants to cover for colleagues during these periods. They are fully involved in the planning of activities. These procedures are very effective and have a positive impact on pupils' progress and the standards they achieve.
139. The school administrative team, caretaker, cleaners, lunch time supervisors and canteen staff are valued members of the school community. They make an important contribution to the shared values and caring ethos of the school.
140. The school makes highly effective use of its resources. Governors have a very good understanding of the principles of 'Best Value'. The current

budgetary surplus is earmarked for provision of additional resources. Budgeting is very closely linked to the school's priorities and objectives and the school budgets systematically for all expenditure. The acting head teacher and governing body regularly review, and stringently evaluate, the use of resources in order to ensure that pupils' standards of achievement are maintained and developed according to the school's priorities and targets. The school therefore provides excellent value for money.

School's response to the inspection

The Governors and staff have considered the outcomes of the inspection and are delighted that the findings acknowledge that Durham Road Infant School is a good school with many outstanding features.

We are pleased that the inspection team found that the quality of teaching and standards of achievement are above the Welsh Assembly all Wales targets and that the consistent quality is a very important contributory factor to the high standards pupils achieve. This is a reflection of the hard work of pupils, staff and governors of Durham Road Infant School.

Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the report confirms that we are achieving our aim of developing the learning capacities of every child, and making the school a safe, happy, secure, stimulating, well organised learning environment in which all pupils experience success and develop the skills necessary to become lifelong learners.

The skill and dedication of teachers and the care and talent of support staff, including mid-day supervisors, are duly acknowledged as working very effectively as a team and contributing to the outstanding ethos and smooth running of the school. The governors welcome the inspectors' comments that the quality of relationships throughout the school is excellent and regarded as contributing significantly to developing children's confidence, self-esteem and very good behaviour.

We are particularly pleased that the inspectors considered the school successful in providing a caring, secure and happy environment for pupils and that its partnerships with parents and the local community have outstanding features that enrich the life of the school.

We will continue to strive to maintain our high standards and high expectations and look forward to amalgamating with the junior school, enabling us to provide our pupils with many more high quality learning experiences.

The school would like to thank the inspection team for the professional and courteous manner in which the inspection was conducted. Their opinions are valued and recommendations will be acted upon in the school's current and future development plans.

Appendix 1

Basic information about the school

Name of school	Durham Road Infant School
School type	Community
Age-range of pupils	4 to 7
Address of school	Durham Road Newport
Postcode	NP9 7DS
Telephone number	01633 259440
Head teacher (acting)	Mr J Beecher
Date of appointment	1/09/06
Chair of governors/ Appropriate authority	Ms R Kennedy
Registered inspector	Ms S James
Dates of inspection	8/05/2007 to 10/05/07

Appendix 2

School data and indicators

Year group	N	R	Y1	Y2	Total
Number of pupils	N/A	71	83	76	230

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.4
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2006	N/A	91.4	93.8
Autumn 2006	N/A	91.8	94.1
Spring 2007	N/A	93	93.8

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results of Pupils in the School (2006) and Nationally (2005) at the end of Key Stage 1:

National Curriculum Assessment Key Stage 1 Results 2006			Number of pupils in Year 2			72	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	4	77	19
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	0	5	74	21
		National	0	4	14	56	26
En: writing	Teacher Assessment	School	0	0	6	90	4
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	0	3	69	28
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	0	86	14
		National	0	2	10	63	24
Science	Teacher Assessment	School	0	0	3	75	22
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment			
In the school	94	In Wales (2005)	81

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of seven inspector days in the school and met as a team before the inspection. The nominee from the school was the acting head teacher.

These inspectors visited:

- twenty-three lessons or part lessons;
- all classes;
- acts of collective worship and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Contributions to key questions 1, 2, 3 and 5 Context Summary Recommendations Appendices
Cliff Brace Team Inspector	Contributions to key questions 1, 3, 4 and 6
Eleri Honour Team Inspector	Contributions to key questions 1, 2, 3 and 7
Caterina Lewis Lay Inspector	Contributions to key questions 1, 3 and 4
Jeff Beecher Acting Head Teacher and Nominee from the school	Contributions to team meetings and provision of information

The contractor was:

Evenlode Education Ltd
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CH5 1QJ

Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.