

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

**Fairwater Infant and Nursery School
Blenheim Road
St. Dial's
Cwmbran
Torfaen
NP44 4SZ**

School Number: 678/2223

Date of Inspection: 25 – 27 April 2005

By

**Mrs M E Evans
W202/78828**

Date: 30 June 2005

Under Estyn contract number: T/244/04P

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Fairwater Infant and Nursery School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Fairwater Infant and Nursery School took place between 25 and 27 April 2005. An independent team of inspectors, led by Mrs M E Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

Year	R	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. Fairwater Infant and Nursery School is a local authority community school which serves the area of St Dials in Cwmbran. It was built in the mid-sixties to accommodate a rapidly growing population in the area. The school considers its catchment area to be economically disadvantaged; 39 per cent of pupils are registered as being entitled to receive free school meals, which is much higher than the national average of 19 per cent.
2. The school caters for pupils from three to seven years; nursery children are admitted to the school in the term after their third birthday on a part-time basis. There are currently 152 pupils on roll including 26 nursery children who attend the morning session and 26 who attend the afternoon session. The number of pupils on roll for the last four years has declined significantly, although numbers now are beginning to stabilise. All pupils are from English speaking homes and Welsh is taught as a second language. There are no pupils from ethnic minority backgrounds.
3. The nature of the intake is mainly disadvantaged and reflects the varying socio-economic backgrounds of families and the range of pupils' levels of ability on entry to the school. There are 35 pupils (23 per cent) on the school's special educational needs (SEN) register; there are no pupils with a statement of SEN. Baseline assessments are undertaken within the first half-term of entry to the school and results indicate a below average attainment for many children.
4. The school was last inspected in May 1999 and produced an action plan to improve curriculum provision and pupils' standards of achievement, especially in key stage 1. A new head teacher was appointed in 2001. Falling rolls, with resulting surplus classrooms, presented an opportunity for the school to develop as a community focused school. Classrooms have been adapted to accommodate a community room, a pre-school playgroup, a family room and a nurture group for reception age children with SEN. The nurture group is funded by the local education authority and accepts children from across the County Borough of Torfaen; this provision was not part of the inspection remit.
5. The school successfully gained the Basic Skills Agency 'Quality Mark' in November 2004.

The school's priorities and targets

6. The school's main aims are:
 - to create a safe, happy, caring and stimulating environment which will promote the intellectual, emotional, physical, social, moral and spiritual development of each child to reach his or her potential;
 - to encourage positive attitudes to nurture a love of learning which will inspire all members of the school community to become confident, independent, life-long learners;
 - to promote equality of opportunity and respect for all, irrespective of race, gender or disability.

7. The school's main priorities and targets for 2005 are to:
 - improve reading skills as part of literacy development;
 - support pupils in evaluating their work and setting targets to improve;
 - continue to improve boys' attainment particularly in writing;
 - improve standards of handwriting;
 - monitor individual education plans (IEPs) to ensure targets are appropriate;
 - focus on the use of incidental Welsh to promote bilingualism;
 - maintain the number of out of school clubs and improve provision;
 - develop the role, performance and expectations of support staff in line with the workforce remodelling agenda.

Summary

8. Fairwater Infant and Nursery School has made good progress in improving standards of achievement since the previous inspection. The school is very successful in providing a focus for the community. Its work in promoting lifelong learning and community regeneration is outstanding.

Table of grades awarded

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

Standards

Subjects

9. Standards of achievement in the six subjects inspected are judged as follows:

Subject	Key Stage 1
English	2
Mathematics	2
Design and technology	2
History	2
Physical education	2
Religious education	2

10. Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	75%	19%	0%	0%

11. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government targets which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50 per cent to attain grade 2. Pupils achieve good standards in knowledge, understanding and skills.

12. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
13. Children under-five make very good progress, from a low baseline, in developing key skills in activities within each area of learning. They are making steady progress in developing speaking and listening skills, although these are still underdeveloped. Their early reading, writing and numeracy skills are used effectively in a range of activities and they confidently use information and communication technology (ICT) to support their learning.
14. In key stage 1, pupils' standards and progress in achieving key skills are good overall. Standards achieved in writing are good and pupils are increasing their skills to write in a variety of activities across the curriculum. Pupils achieve good standards in reading and use these skills effectively in lessons. Speaking and listening skills are underdeveloped, but pupils are making steady progress through the use of 'teaching talking' schemes. Pupils make effective use of numeracy skills in different subjects. Their use of a range of ICT to support learning across the curriculum is good.
15. Pupils' competence in using bilingual skills is good; they take part in Welsh conversations with confidence and enthusiasm. They read words and phrases in simple Welsh books clearly and accurately and make good attempts to write sentences using known language patterns.
16. In key stage 1, the 2004 National Curriculum teacher assessment results indicated that standards achieved by pupils in the core subjects of English, mathematics and science were below local and national averages. The core subject indicator of 74 per cent, where pupils achieved level 2 and above, was lower than the national average of 80 per cent. However, 31 per cent of the pupils in the year group were on the SEN register, six of whom had statements of SEN.
17. When compared with similar schools locally and nationally on the basis of free school meal entitlement, the school is performing in the top 50 per cent and below the best performing 25 per cent of schools.
18. Pupils have a good understanding of how well they are progressing and what they need to do to improve; this is having a beneficial impact on improving standards. Pupils are involved in assessing their own progress and setting targets for improvement in the core subjects.
19. Levels of attendance average 93 per cent and are above the local average but slightly below the national average of 93.7 per cent. The school is effective in monitoring and following up absences. Punctuality at the start of the school day and individual lessons is good, although there is a small minority of persistent latecomers.
20. Pupils' behaviour and attitudes to learning are generally good and have a positive effect on standards achieved and the quality of life in the school.

However, there are a minority of pupils who demonstrate challenging behaviour but respond well to behaviour management strategies. Three pupils were temporarily excluded in the 12 months prior to the inspection. Pupils make good progress in learning to take responsibility for their own work and in working in pairs or collaboratively in a group.

21. Pupils make good progress in their personal, social, moral and wider development. They have a good understanding of equal opportunities issues and of the need for respect for within society. Their experience of diversity in society is underdeveloped.

The quality of education and training

22. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	74%	9%	0%	0%

23. The overall quality of teaching in lessons is higher than the Welsh Assembly Government targets. The quality of teaching of children under-five is good. Throughout the school, teachers have good knowledge and understanding of subjects and areas of learning they teach. Lesson planning is well structured with clear learning objectives which are shared with the pupils. A very good range of teaching techniques and strategies are used effectively to promote pupils' learning and good behaviour.
24. The quality of assessment, recording and reporting is good with some outstanding features. There are effective systems which provide a clear picture of pupils' progress. Assessment procedures are very successful in assessing pupils' achievements and progress. Teachers' detailed marking comments are closely linked to individual pupils' targets and are very effective in indicating the next steps in learning. The quality of reports to parents is good and they meet statutory requirements. They provide detailed information of pupils' progress in subjects but are less informative about what pupils need to do to improve.
25. Learning experiences are broad and balanced and successfully meet the needs of all pupils; they are very effective in ensuring that pupils have equality of access and opportunity. The school ensures that pupils acquire the necessary basic and key skills but the planning for the teaching of key skills across the curriculum is underdeveloped.
26. The school has developed excellent partnerships with parents and links with the community and offers an outstanding range of initiatives for people in the community which succeed in promoting lifelong learning and community regeneration. Parents and others in the community make a significant contribution to pupils' learning and play an important part in promoting high standards.

27. Pupils' learning experiences are enhanced through a good range of educational visits and opportunities to participate in out-of-hours activities, including sport. The provision for pupils' spiritual, moral, social and cultural development is good and pupils respond well to this area. They achieve good standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes.
28. Learning experiences successfully promote pupils' bilingual skills through the use of incidental Welsh through the day. *Y Cwricwlwm Cymreig* is integrated into most subjects and succeeds in promoting pupils' understanding of the language and culture of Wales.
29. The school is making good progress in developing a programme of work for the education for sustainable development, including re-cycling schemes and environmental projects. Work-related education is good.
30. The quality of care, educational support and personal guidance for pupils is outstanding. The school ensures that all pupils are equally valued and treated with respect and understanding. There are very good procedures for promoting equality and the well-being, health and safety of pupils.
31. The quality of provision for pupils with additional learning needs is good; it complies with the National Assembly Government framework for inclusive education and with the SEN Code of Practice. Pupils receive good support and make steady progress in their learning towards targets set in their IEPs; they achieve good standards according to their level of ability.

Leadership and management

32. The overall quality of leadership and strategic management is good. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote a positive ethos and high standards; this is an outstanding feature. The head teacher provides efficient, caring leadership and ensures a clear sense of purpose and direction for the work of the school. The staff work well as an effective team and are highly committed to improving standards of achievement.
33. The governing body is supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction but are at an early stage in regularly monitoring the quality of provision and standards of achievement.
34. The school's self-evaluation report clearly identifies strengths and areas for further development. There are effective systems for monitoring provision and standards and subject leaders produce detailed action plans for their subjects which ultimately feed into the School Strategic Plan.

35. The overall provision for staffing, accommodation and learning resources is good and has a beneficial impact on pupils' standards of achievement. Pupils are well supported by qualified, specialist and experienced staff. Support staff are very well deployed and play an important part in supporting pupils' learning. The provision and quality of resources are good and staff and pupils make effective use of all available books, materials and equipment.
36. The school has suitable accommodation for the number of pupils on roll. Good use is made of all available space to provide an attractive working environment for pupils. The quality of the inside accommodation is generally good. Classrooms and shared areas are enhanced by good quality displays which celebrate pupils' achievements. However, the outside of the building is in a poor state of repair. There are parts of the roof which leak when it rains. The surface of the playground is poor and prevents the development of new sporting initiatives which require a new surface for the planned markings. The pathways around the school are broken and uneven and may pose a threat to safety.
37. Resources are managed efficiently and budget planning reinforces the aims of the school. The budget is regularly reviewed and the school provides good value for money. Targets for improvement are set and are incorporated into the School Strategic Plan which is a useful working document for prioritising areas for improvement over a three year period.
38. The school has made good progress since the previous inspection and has met the targets set in an action plan, which addressed the key issues from the previous inspection report.

Recommendations

39. In order to improve standards further, it is recommended that the school should:

R1 Improve standards of achievement in subjects and key skills where there are shortcomings.

R2 Develop whole school planning of key skills across the curriculum.

R3 Further develop the roles of governors in monitoring educational provision and standards of achievement and in their involvement in the school's self-evaluation process.

R4 Make improvements to the outside of the school building, the playground and the pathways around the school.

The school has identified these issues in the School Strategic Plan and in the self-evaluation report.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

40. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
41. Pupils' standards of achievement in lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	75%	19%	0%	0%

42. Pupils' standards of achievement are well above the Welsh Assembly Government targets which are for 95 per cent of pupils to achieve grade 3 or more and of those, 50 per cent to achieve grade 2 during the inspection. All pupils, including those with SEN, achieve good standards in their knowledge, understanding and skills according to their level of ability.
43. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is below average for most children. They make very good progress in all the areas of learning and by the age of five, the majority of children achieve, and some exceed, the Desirable Outcomes.
44. Children under-five make good progress in using key skills in activities within each area of learning. Children confidently take part in creative play activities which are effective in promoting language skills and they make good progress in developing speaking and listening skills, although these are still underdeveloped. Their early reading and writing skills are used effectively in a range of activities. They develop their numeracy skills and knowledge of mathematics through a range of practical activities as well as through scientific and technological investigations. They use computer equipment confidently and competently in order to enhance their learning.
45. Standards of achievement in the six subjects inspected are judged as follows:

Subject	Key Stage 1
English	2
Mathematics	2
Design and technology	2
History	2
Physical education	2
Religious education	2

46. In key stage 1, pupils' speaking and listening skills are underdeveloped but the use of new initiatives, such as 'Teaching Talking', is having a beneficial effect on improving standards. Pupils are gaining confidence to speak clearly and audibly when responding to questions, describing events and taking part in discussions. They begin to listen attentively with interest and respond appropriately to instructions and to the views of other pupils.
47. Pupils read a variety of books and benefit from taking part in class reading sessions. Pupils make good use of reference books and computer programs to find information about a range of topics. By the end of the key stage, many pupils read accurately, with good expression and with an understanding of a variety of texts in different subjects.
48. Pupils make good progress in improving their written work in a variety of forms for different purposes across the curriculum. The general presentation, spelling and handwriting are of a good standard. Their use of good quality extended writing in subjects across the curriculum is good.
49. Pupils' standards in numeracy across the curriculum are good. They make good use of their numerical skills and measure and calculate accurately in a range of activities. They make good use of their knowledge of shapes to design and make kites in design and technology. Pupils confidently handle numbers in mental, oral and written tasks.
50. There are good examples of pupils using ICT to support their learning across the curriculum. Pupils make good use of a range of programs to record, illustrate and present their writing and produce graphs to record results in science. They confidently use the Internet and CD ROMs to find information.
51. Pupils make good use of problem solving skills in a range of tasks when asking questions, making predictions and coming to decisions. They use creative skills well when writing imaginatively, discussing ideas in groups and taking part in role-play activities.
52. Pupils' competence in using bilingual skills is good and they willingly take part in Welsh conversations with confidence and enthusiasm. They read words and phrases in simple Welsh books clearly and accurately and make good attempts to write sentences using known language patterns.
53. In key stage 1, the 2004 National Curriculum teacher assessment results indicated that standards achieved by pupils in the core subjects of English, mathematics and science were below local and national averages. The core subject indicator of 74 per cent, where pupils achieved level 2 and above, was lower than the national average of 80 per cent. However, 31 per cent of pupils in the year group were on the SEN register, six of whom had statements of SEN.
54. When compared with similar schools locally and nationally on the basis of free school meal entitlement, the school is performing in the top 50 per cent and below the best performing 25 per cent of schools.

55. The school's National Curriculum results have improved year on year with an improvement in the core subject indicator over the last three years. The school's tracking system is successful in monitoring pupils' progress and identifying individual needs. A range of effective teaching strategies have been implemented to raise the quality of learning and standards of achievement. All pupils, including those with SEN, make good progress towards the targets for improvement set by the school in relation to national criteria.
56. Pupils' understanding of how well they are progressing and what they need to do to improve is developing well. They are involved in assessing their own progress and setting targets for improvement in the core subjects. All pupils succeed well regardless of their social or ethnic background.
57. All pupils, including higher achieving pupils, make good progress towards fulfilling their potential and suitably challenging work is provided for them. Good use is made of information from baseline assessments and appropriately challenging targets are set for children under five to achieve. Pupils with SEN make good progress towards the targets in their IEPs and achieve good standards relative to their abilities. All pupils are well placed to move on to their next stage of learning.
58. Pupils are well motivated and show enthusiasm for their work. They have good attitudes to learning, show interest in their work and the majority of pupils sustain concentration in lessons. This has a beneficial effect on the standards they achieve and the quality of life in the school.
59. Pupils behave well in lessons and in the playground. There are a minority of pupils who demonstrate very challenging behaviour, but because teachers and other staff use effective behaviour management strategies, they respond well, and gradually improve their self-control. Three pupils were temporarily excluded during the year prior to the inspection. Pupils respond particularly well to the many effective reward systems in place and to the high expectations by staff.
60. There has been a significant improvement in attendance since the previous inspection. The average level of attendance for 2004 of 93 per cent was markedly better than the local education authority's target for the school of 91.41 per cent, better than the authority's average of 92.17 per cent and only marginally below the national average of 93.7 per cent.
61. Unauthorised attendance at just over two per cent is primarily due to a considerable number of families taking their children on holiday during term time, causing pupils to miss valuable learning time, a practice actively discouraged by the school. Up to ten days of this absence is correctly recorded as 'authorised' in accordance with current Wales Assembly Government guidance. There are no significant variations in attendance levels across the school.

62. The school has a comprehensive rewards system to encourage regular attendance and good punctuality. A small number of pupils persistently arrive late for school in the mornings. However, overall punctuality is good at the start of the day and throughout the school day, allowing sessions to start promptly without interruption. The school complies with the requirements of Wales Assembly Government Circular 3/99.
63. The majority of pupils are polite and helpful and very caring of each other and the school. The few one day exclusions have all been part of the school's strategy for helping, supporting and bringing about improvements in behaviour. Pupils report that the school is friendly and know the procedures if any incidents of bullying occur.
64. Pupils make good progress in learning to take responsibility for their own work. Older pupils are well able to undertake independent research in their group work and this makes a good contribution to their learning skills. In addition, some pupils are involved in family learning initiatives which are effective in developing the capacity for lifelong learning.
65. Pupils make good progress in developing their personal and social skills and in their moral and wider development. A number of children enter school with low social and moral skills. Children in the nursery and reception classes respond well to the development of these aspects and make very good progress in developing their skills. Very warm relationships are evident across the school between all adults and pupils which enable pupils to become confident and secure in their learning. They are helped to become sensitive to the needs of others, to care for those less fortunate than themselves and be aware of racial issues. Their support for charitable causes is very good. They are developing a good understanding of right and wrong and because they are encouraged to think and reflect on their experiences, their spirituality is developing well.
66. Pupils have a good understanding of equal opportunities issues and the need for respect within society because the school is an integral part of the local community and pupils are encouraged to play an active part in community affairs.
67. Visits out into the locality and visitors to the school all help pupils to have a better understanding of their own culture and their place in it. Their efforts to develop the courtyard garden have effectively raised their awareness of environmental issues and the need for sustainable development. Their experience of diversity in society, however, is underdeveloped.
68. The varied, well organised educational visits to places of interest and regular visits to the school by police, fire-service and parents are beneficial in assisting the initial development of pupils' knowledge and understanding of the workplace and the local community. The school arranges for and encourages pupils to take an active part in the community and, as a result, pupils develop a sense of belonging within the school and the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

70. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	74%	9%	0%	0%

71. The quality of teaching in lessons is higher than Welsh Assembly Government targets. Teachers have good knowledge and understanding of subjects and areas of learning they teach, including recent developments, particularly in ICT.

72. The quality of teaching of children under five is good. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and plan a good range of experiences within the six areas of learning.

73. Lesson planning is well structured with clear learning objectives which are shared with pupils. Resources are used effectively to support the teaching and learning. Key skills are referred to but the planning does not specify how the skills are used to support learning. Classroom and support assistants are actively involved in the planning and are very well deployed to support pupils' learning.

74. A very good range of teaching techniques and strategies are used effectively to promote pupils' learning; this is an outstanding feature of the quality of teaching. Lessons are well structured with a good mix of oral work, paired and group work and individual tasks.

75. Introductions to lessons often consolidate previous learning and encourage pupils to participate in discussion. However, occasionally these sessions are too long and pupils become restless. Good quality questioning encourages pupils to explain their thinking and extend their understanding. Homework is set regularly and succeeds in supporting pupils' learning.

76. In lessons, work is challenging and well matched to the needs of all pupils with appropriately differentiated tasks set for them as individuals, pairs or groups with extension activities planned for higher achieving pupils. Teachers plan a good variety of cross-curricular experiences which allow pupils to use and develop key skills. There are many opportunities for pupils to work collaboratively in pairs or groups and to take responsibility for their own

learning. Teacher intervention is effective in supporting pupils who need help with their learning.

77. Teachers establish very good working relationships with pupils and have high expectations of their behaviour and learning. They successfully use a range of behaviour management techniques to manage the small minority of pupils with behavioural difficulties. All pupils are treated equally, irrespective of their race, gender or disability. Pupils of all levels of ability, including gifted and talented and those with SEN, are very well catered for. Pupils with SEN are well supported by learning support staff and pupils' work is closely monitored to ensure that they make good progress towards the targets in their IEPs.
78. Plenary sessions at the end of lessons succeed in consolidating pupils' skills and knowledge and assessing their understanding. Pupils are effectively involved in assessing their own progress and setting targets for improvement in the core subjects.
79. All teachers make good use of incidental Welsh in lessons and in a range of school activities, such as registration, assemblies and St. David's Day celebrations, to promote pupils' bilingual skills.
80. The quality of assessment recording and reporting is much improved since the previous inspection and is now good overall with some outstanding features. The school has a manageable and comprehensive system in place that enables teachers to effectively and accurately assess, record and report pupils' achievements, over time, in all subjects. All statutory requirements are fully met.
81. The quality of assessment and recording in the early years is very good, giving a useful and detailed picture of children's progress through the nursery and reception classes. It is equally good in English and mathematics in key stage 1. In other subjects it is good overall and teachers keep detailed records of pupils' achievements so that progress can be carefully tracked. Some subject co-ordinators have collected samples of moderated and levelled work to help teachers do this, but this practice is not consistent across the school.
82. Teachers are very well informed of the progress pupils are making over time in subjects across the curriculum through their very good quality, day to day, marking of pupils' work. Marking procedures are extremely effective in helping pupils to understand where their strengths lie, where they need to improve their work and how to do this. Meaningful targets are set, based on the information from marking and assessments, and teachers adjust their planning accordingly to provide work that is at the right level for individual pupils. Pupils become skilled in evaluating their own progress and setting targets for improvement.
83. The quality of reports to parents is good. They provide detailed information of pupils' progress in all subjects and in their personal development. They record in detail what pupils can do, and include, in general terms, some

comments on how parents can help. Reports are less effective in informing parents exactly where their children need to improve their work. Parents are invited to visit regularly to discuss their children's work with teachers and many do so.

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

Grade 2: Good features and no important shortcomings

84. The overall findings of the inspection team do not match those of the school in its self-evaluation report. The main reason for this is the lack of coherent and co-ordinated planning of key skills across the curriculum. However, the extent to which learning experiences respond to the needs of the wider community and lifelong learning is outstanding.
85. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
86. Children in the nursery and reception classes are given a well-balanced daily programme of indoor and outdoor activities and overall the quality of educational provision for the under fives is good and succeeds in promoting the Desirable Outcomes in all areas of learning.
87. Learning experiences, through a well-developed curriculum, are very effective in ensuring equality of access and opportunity for all pupils. Pupils with SEN are thoughtfully cared for and are provided with good support. Work is carefully planned to cater for the whole range of pupils' needs, including extension work for higher achieving pupils. All legal requirements are met, including provision for pupils' personal and social development, according to the national framework, the teaching of religious education and daily collective worship.
88. The curriculum is broad and well balanced and is made coherent and relevant by linking work in different subjects. Pupils are aware of cross-curricular links as well as ensuring that they routinely develop specific skills and understanding. ICT is a good example where pupils access a wide range of programs on a daily basis to enrich work in subjects across the curriculum. This enhances the quality of their learning. However, the whole school planning of key skills across the curriculum and the systematic daily planning of skills is underdeveloped.
89. Much thought has been given to curriculum development and consequently the planned curriculum is exciting and interesting. The school offers a wide range of good quality activities to extend and enrich pupils' experiences both in school, after school and off site. These activities are open to all pupils and support learning both within and beyond the school day; they include many sporting opportunities. Gardening club, for example, enhances pupils'

knowledge and understanding of environmental issues and sustainable development.

90. The provision for pupils' spiritual, moral and cultural development is good and pupils respond well to this area. The school is very committed to enabling pupils to develop as part of the school's community. There is very extensive work to help pupils develop personally and to understand the school's expectations for good behaviour and positive attitudes, particularly through good use of strategies such as 'circle time' discussion groups. Pupils benefit from the good opportunities that are provided for their spiritual development, where they are given time to reflect on issues raised in lessons and to express their own views and ideas.
91. Learning experiences are effective in promoting pupils' knowledge of their own culture. The school has a good Welsh ethos and *Y Cwricwlwm Cymreig* is well integrated, succeeding in promoting the language and culture of Wales. However, the broader aspects of the multi-ethnic and multicultural society in which we live are less well promoted.
92. The school has excellent links with parents through numerous activities such as the parenting programme, family learning initiatives, the parent helpers group and informative parents' evenings. The events organised by the Community Committee are enthusiastically supported by the vast majority of parents. Parents are well informed of the school's activities through informative weekly newsletters.
93. There are effective partnerships with other schools and colleges. Work experience placements are provided for secondary school pupils and for those undertaking appropriate courses. The school has very good links with the neighbouring junior school and is very successful in promoting reading partnerships for pupils through the 'Reading Buddies' every Thursday. Links with Newport College are well established with two trainee teacher students placed at the school last term. All these partnerships have a very positive impact on pupils' learning.
94. The school's Personal and Social Education programme includes several topics which help broaden and enrich pupils' work related education. Partnerships and formal links with local industry are developing and one teacher has undertaken a one day placement with the Royal Society for the Protection of Birds, using the experience to enrich the science curriculum for pupils.
95. The school has a clear policy for the teaching of *Y Cwricwlwm Cymreig* which includes the promotion of bilingual skills. A good range of learning experiences in Welsh and the use of the language incidentally through the day ensure that pupils succeed in developing bilingual competence. *Y Cwricwlwm Cymreig* is successfully promoted across the curriculum and good opportunities are provided for pupils to learn about their Welsh heritage and culture.

96. Many pupils can be accurately described as being socially disadvantaged. Very good links with outside agencies help support the school tackle this situation. The school has high expectations of all its pupils and actively promotes equality of access, equal opportunities and diversity, and strongly challenges stereotyping. Policies for equal opportunity, diversity and racial equality are effectively implemented and fully meet statutory requirements.
97. Several practical examples of promoting sustainable development are visible around the school, including the established award winning wildlife garden. Through these initiatives and through curriculum subjects, the pupils have developed a greater understanding of, and demonstrate a commitment to, sustainable development. Recycling is well promoted and practised, such as recycling 'Yellow Pages' and using the compost maker. The school has an effective policy on sustainable development and global citizenship. A lunch-time Garden Club is run everyday and includes five pupils on a rotation basis enabling all pupils to participate over a period of time.
98. The school is in the early stages of developing pupils' entrepreneurial skills. Pupils have many opportunities to develop problem solving skills in subjects such as science and design and technology. All pupils have the opportunity to take responsibility by undertaking monitor roles. Pupils successfully help to raise money for good causes.
99. The school is outstanding in its efforts to promote lifelong learning and community regeneration. There are a very good range of community activities available including family learning classes, pre-school activities, breakfast and after school clubs, parenting classes and lunch clubs for children under five.
100. The school has proudly achieved the Basic Skills Agency 'Quality Mark' and is working towards achieving a Healthy Schools award. Learning experiences are effective in encouraging pupils to take responsibility for their own learning and understand the need to be flexible, enterprising and adaptable.

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

Grade 1: Good with outstanding features
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101. The findings of the inspection team exceed the grade 2 judgement made by the school in the self-evaluation report; several areas were judged to be good with outstanding features.
102. Pupils are extremely well cared for, guided and supported. The school provides a secure, happy, safe and caring environment for pupils to learn. The governing body considers pupils are well cared for and supported appropriately and parents are happy with help and guidance provided for their children. The deployment of support staff is very well organised and meets the individual needs of pupils. Support services are used effectively when required.

103. There are very good relationships between pupils, staff, parents and the local community. The school operates an 'open door' approach so that parents have regular access to staff on an informal basis. Parents are invited to consultation evenings to discuss their child's progress with their teacher. The school informally, but regularly, seeks parents' views and opinions on a range of relevant matters. The school's involvement with employers is developing well. There is no Parent Teacher Association but parental support for all school events is excellent. Family learning sessions make an outstanding contribution to learning and are held specifically to improve parents' and their children's skills in numeracy, ICT and literacy. The school has established a useful home-school agreement for every pupil.
104. There are good induction arrangements for children entering the nursery and the transfer arrangements for pupils moving through the school and to the adjacent junior school are well established and effective. Pupils settle into the school very quickly and happily.
105. The various support staff work effectively to support each pupil's particular needs. There are excellent relationships between staff and pupils which ensure that pupils are monitored carefully and are provided with high quality care and support. There are very good assessment procedures which track pupils' progress, identify any learning needs and provide appropriate support, including the use of specialist services when required. The Educational Welfare Officer (EWO), the Behaviour Support co-ordinator and the Educational Psychologist visit the school regularly and provide help and advice when required.
106. The school has a very effective personal and social education policy and programme of work which are integrated into all aspects of the school's activities. There is good provision for health education and suitable attention is given to sex education and awareness of drugs misuse.
107. The school has high expectations of pupils' punctuality, attendance and behaviour. Pupils are expected to attend regularly and punctually. The system for recording attendance is effective and registers are completed correctly. The school's system for rewarding good attendance, punctuality and behaviour is effective. The school has effective policies and procedures for promoting good behaviour and does not tolerate bullying or inappropriate behaviour. All staff are trained in assertive discipline strategies.
108. The school buildings are secure and provide a safe environment for pupils to learn. The head teacher and a designated member of the governing body carry out comprehensive risk assessments. All learning support assistants are trained in first aid. Staff and pupils have an appropriate awareness of health and safety issues. Effective procedures are in place to meet the needs of pupils who are unwell or who have suffered an injury whilst at school. The school is working towards achieving a Healthy Schools Award.
109. The school has highly effective procedures for the protection of children. The head teacher is the designated child protection co-ordinator and a link

governor has been established. The child protection policy is current and staff have received all relevant training and update briefings. The staff are fully aware of, and practice, the appropriate procedures they must follow. A detailed and comprehensive register is maintained. Complaints and appeal procedures are in place.

110. The quality of provision for pupils with additional learning needs is good: it complies fully with the National Assembly Government Framework for inclusive education and with the SEN Code of Practice. The school provides effective early identification and diagnosis procedures, so that intervention to help these pupils can be started as soon as possible. Thorough assessment and careful monitoring of progress also helps pupils to achieve well: consequently, pupils with SEN are happy and secure in their learning.
111. Pupils with SEN receive good quality support and teachers are adept at providing work that is at the right level for them. The school is successful in harnessing the support of parents and the many outside agencies who contribute to the progress and well-being of the pupils.
112. Support staff are well trained and enthusiastic in their roles; they provide good support for pupils in lessons and in withdrawal sessions, ensuring that they make steady progress in their learning towards targets set in their IEPs.
113. The special needs co-ordinator provides good leadership and manages provision well so that pupils receive as rich an experience as their peers and are fully integrated into the life and work of the school.
114. The school works closely with the Behaviour Support Services to provide very good support to those pupils with emotional and behavioural difficulties. Teaching assistants work very well with teachers to manage and guide the minority of pupils who demonstrate challenging behaviour and, as a result, they respond well to a range of effective behaviour management strategies.
115. The quality of the school's provision for equal opportunities is very good and there is an effective range of policies to promote equality for all throughout the school.
116. All equality related policies are comprehensive and meet statutory requirements. Challenging stereotypes and gender equality are positively and strongly encouraged. The school constantly strives to ensure that pupils from all backgrounds and genders are given equal opportunity and actively encourages pupils to participate in the full range of activities available.
117. The school considers bullying and inappropriate behaviour as very serious matters. Any reported instances of bullying are comprehensively recorded and are dealt with promptly and effectively, using the full range of sanctions available, as necessary. The school has excellent procedures for monitoring behaviour and utilises the services of a Behaviour Support Co-ordinator. The behaviour reward scheme is very effective. Anti-bullying is included in the school's behaviour policy.

118. There are no physically disabled pupils presently attending the school. Suitable arrangements are available for disabled pupils, parents and visitors to the school. Discrimination, in any form, is not tolerated. The school satisfies the requirements of the Disability Act.
119. The school recognises and respects diversity and has a diversity policy incorporated into the equal opportunities policy. Diversity is successfully included in the comprehensive personal and social education programme. The provision of a range of activities to enable pupils develop a greater understanding of diversity is in the early stages of development.

Leadership and management

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
121. There are clear aims, values and policies, including a commitment to equality of opportunity for all, which promote a caring ethos and high standards. The school achieves its aims of creating a safe, happy, caring and stimulating environment in which pupils can achieve their full potential. The school is very successful in encouraging positive attitudes to learning amongst all members of the school community so that they become confident, independent, lifelong learners.
122. The head teacher provides highly efficient, caring leadership and ensures a clear sense of purpose and direction for the work of the school, in particular, to focus developments on being a Community Focused School. All members of staff work as an effective team and achieve the school motto: 'Learning to care, caring to learn' by encouraging pupils to develop the skills, knowledge and understanding required to achieve their full potential. The head teacher, staff and governors are committed to improving pupils' standards of achievement.
123. The school makes good use of assessment data to evaluate standards and plan for improvement. A detailed analysis is made of pupils' assessment results, including the results of baseline, National Curriculum and school based assessment tests. The school's tracking system is very effective in providing information on each pupil's progress and challenging, realistic targets for improvement are set.
124. The school's performance management policy is successful in raising the quality of professional expertise and identifying priorities for improving standards of teaching and learning. Staff development needs are closely linked to school improvement priorities.
125. The school takes very good account of national priorities, local partnerships and developments within the local cluster of schools. Recent initiatives include the outstanding community focused initiatives, multi agency childcare partnerships, physical activity clubs, promoting healthy schools and environmental projects.
126. The governing body is supportive of the school and effectively fulfils all its regulatory and statutory obligations. The governors are well informed through regular reports from the head teacher and understand their roles and responsibilities. They help to set the school's strategic direction and support the head teacher in setting and costing targets for improvement in the School

Strategic Plan. There is a well organised committee structure for managing aspects such as finance.

127. Governors make regular visits to the school but their involvement in the school's self-evaluation process and their roles in monitoring the quality of education and pupils' standards of achievement are at an early stage of development.

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

Grade 2: Good with no important shortcomings

128. The findings of the inspection team exceed the judgement made by the school in the self-evaluation report due to the success of self-evaluation systems for pupils and staff.
129. The self-evaluation report, produced by the school before the inspection, clearly addresses each of the seven key questions of the inspection framework. It identifies strengths and areas for development.
130. The school's self-evaluation process is closely linked to monitoring and assessment systems and provides an effective framework for evaluating standards and quality in order to plan future developments. It clearly identifies strengths and areas for further improvement. The self-evaluation process does not yet fully involve the contribution of parents and governors.
131. The roles of senior staff and subject leaders in monitoring the quality of provision and standards of achievement are well established. The monitoring system enables leaders to evaluate the quality of teaching, curriculum planning and provision and standards of pupils' work effectively. Subject leaders are successful in monitoring and evaluating the subjects and areas of learning for which they are responsible. They produce informative subject development plans which ultimately feed into the School Strategic Plan.
132. A detailed analysis is made of National Curriculum assessments, baseline assessments and school based tests. This information is used effectively to identify pupils who require further support and to set targets for improved standards of achievement. Pupils are successfully involved in evaluating their own progress and achievements in order to set targets for improvement, for example, in English, mathematics and science.
133. Parents and people in the community play an important role, take an active part in school life and are encouraged to make suggestions for improvement. The success of the community's involvement in lifelong learning initiatives is a direct result of the school's evaluation of the needs of the community and its impact on raising pupils' standards of achievement.

134. Key areas for improvement are identified from performance indicators and from the self-evaluation report and are built into the School Strategic Plan, giving a clear focus for school improvement. Action plans have clear priorities and targets, time scales, actions to be undertaken, including success criteria, resource costs and monitoring and evaluation commentary. The targets are realistic and appropriate and have been incorporated into the School Strategic Plan as a result of the self-evaluation process. The head teacher's reports to governors contain detailed evaluations of progress towards achieving the targets.
135. The head teacher is proactive in maximising opportunities in applying for grants and offers of support for school improvement. Careful financial planning ensures that resources are provided to meet the school's objectives. These actions have a positive effect on educational provision and measurable improvements in standards.
136. The school has made good progress since the previous inspection and has met all of the targets set in the action plan, which addresses the key issues from the last inspection report.

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

Grade 2: Good features and no important shortcomings

137. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
138. The overall provision for staffing, accommodation and learning resources is good. Pupils are well supported by qualified, well-trained and experienced staff who are effectively deployed. Support staff, who are also well trained, work very closely with teachers and this ensures that all pupils are fully catered for and helped to make good progress. This good teamwork is a significant strength and is enabling the school to raise standards, particularly in English and mathematics. Funding allocated for staff training has been beneficial, particularly in training staff in the use of assertive discipline.
139. The provision and quality of resources is good overall and staff make effective use of all available books, materials and equipment. The school has been resourced appropriately and thoughtfully, enhancing pupils' learning and achievement. The school is good at embracing support from outside resources such as library facilities, theatre groups, artisans and sporting facilities. Visitors to the school, for example, mothers with new babies, also make a good contribution to pupils' learning.
140. The school has suitable accommodation for the number of pupils on roll and good use is made of all available space to provide an attractive working environment for pupils; this is enhanced by the good quality displays of pupils' work which celebrate their achievements. Of note is the attractive courtyard

garden, which has been developed into an effective formal and informal learning resource for pupils.

141. The quality of the inside accommodation is generally good; it is clean and litter free. With a decline in the number of pupils on the school's roll, very good use has been made of surplus classrooms to accommodate family learning and community support schemes.
142. There are some problems with the quality of the outside accommodation. The outside of the building is in a poor state of repair, including the doors and windows. Parts of the roof leak in wet weather. The surface of the playground is poor and therefore is unsuitable for the planned markings for new sports initiatives. The pathways around the school are broken and uneven and may pose a threat to safety. The hall floor is uneven and the surface has started to break down.
143. Resources are managed efficiently and budget planning reinforces the aims of the school, ensuring good value for money. Targets for improvement are set, appropriately costed and are incorporated into the School Strategic Plan, which is a useful working document for prioritising areas where the school needs to improve over a three year period. New ICT equipment is already having an impact on standards.
144. The head teacher and finance committee manage the budget well. The recommendations in the recent auditors report have been addressed. The school keeps its use of resources under regular review and is very conscious of budget restraints, particularly as the school has faced the challenge of falling rolls.
145. The school provides good value for money, enabling pupils to make good progress and achieve well.

Standards achieved in subjects and areas of learning

Subject 1: ENGLISH

Key Stage 1 – Grade 2: Good features and no important shortcomings

Good features

146. Pupils' speaking and listening skills are underdeveloped but they make good progress in improving these skills, from a below average attainment on entry to the school. They respond well to initiatives such as 'Teaching Talking' to improve their skills and, as a result, many pupils gain confidence to speak clearly and listen with greater concentration.
147. Pupils respond well to a wide range of exciting and interesting experiences that stimulate and encourage them to speak and listen appropriately in a variety of practical activities. They try hard to articulate their thoughts when initiating and answering questions. They listen carefully to what others have to say and many are successful listeners by the end of year 2.
148. Standards of achievement in reading are good. Pupils respond well to books and stories and are eager to talk about the characters and events that they encounter in storybooks. Many pupils get great pleasure from reading both fiction and non-fiction books. Reading skills benefit pupils when they use books to find out information about a range of topics. Phonic skills are developing well. The home/school reading system is successful in improving pupils' reading skills and where this is happening regularly, the impact on pupils' reading development is very good.
149. Pupils writing skills are developing well and standards of achievement are good. Pupils write for a wide range of purposes and their learning benefits from the many good opportunities that they are given to express and communicate their own views and ideas in their writing. They take pride in their work as a result of high expectations and express themselves confidently in their writing. Presentation and handwriting skills are developing appropriately.

Shortcomings

150. Pupils' speaking and listening skills remain underdeveloped. A number of pupils lack the breadth of vocabulary to fully articulate their thoughts and lack of concentration sometimes cause them to disengage from good quality listening.
151. There are many inaccuracies in spelling and pupils are not sufficiently involved in self-correcting their spellings.

Subject 2: MATHEMATICS

Key Stage 1 – Grade 2: Good features and no important shortcomings

Good features

152. Pupils make good use of mathematical skills as an integral part of classroom activities, such as shopping, designing and craftwork. They use problem solving skills well and make good use of data handling skills to record scientific and technological investigations. They use mathematical language in context and confidently explain and compare their mathematical work. Pupils make effective use of ICT to support their learning.
153. There is an emphasis on mental calculation and pupils respond well to questions, using a range of strategies to calculate and show answers. They have good mental recall of number facts which they use effectively to solve problems.
154. Year 1 pupils recognise numbers to 100, can order numbers to 20 and understand the concept of one more than and one less than. They know the vocabulary associated with addition and subtraction and record their calculations accurately. They recognise repeating patterns and sequences of numbers and correctly count in twos and fives.
155. Year 2 pupils have a good grasp of mental mathematics and use a variety of strategies to calculate answers, which they explain clearly. They confidently count on and back in steps of two and understand the concepts of doubling and halving. When working with money, they accurately calculate the price of items at half price and select appropriate coins to pay for them. They calculate half of the given amounts of money and record the answers correctly. Pupils make very good use of computer programs and the interactive whiteboard to support their number work.
156. Pupils have a good knowledge and understanding of shape. Year 1 pupils recognise and correctly name two and three dimensional shapes and classify them into sets according to mathematical criteria; they successfully make models of shapes using art straws and string. Pupils in year 2 have a good understanding of the concept of symmetry. They successfully fold, draw and cut out symmetrical shapes and know that the fold is the line of symmetry. Pupils name more complex shapes, investigate their properties and accurately count numbers of sides and corners. They can divide shapes into halves and quarters and correctly record the results.
157. Pupils understand the concept of time and successfully sequence the times of different activities in a day and match them to the correct times on a clock. Year 2 pupils can tell the time on the hour and half-past the hour.
158. Pupils have a good understanding of measures. Pupils confidently use standard and non-standard units to measure length, mass and capacity. They accurately measure lines in centimetres and record the results. They

understand and use vocabulary related to mass; they know how to use a balance to compare weights and explain which items are heavier or lighter.

Shortcomings

159. Pupils make insufficient use of data handling skills to collect, record and interpret data, using a range of charts, diagrams, tables and graphs.

Subject 3: DESIGN AND TECHNOLOGY

Key Stage 1 – Grade 2: Good features and no important shortcomings

Good features

160. Pupils make good progress in understanding the designing, making and evaluation process. They use planning sheets well to design their intended model and record what they will need, making lists of the materials and tools they will use. Pupils make thoughtful evaluations of their work and offer helpful suggestions for improvement. They are well aware of the need for safety when working with tools and equipment.
161. Pupils in year 1 successfully explore kite designs. They investigate appropriate shapes, frames and materials suitable for making kites. They understand the importance of a frame to provide strength and shape and know that materials need to be light to enable the kite to fly. They make good attempts to design a kite using labelled drawings and list the materials and tools required.
162. Pupils in year 2 explore kite designs further by competently identifying criteria for a design specification. They have a good understanding of the importance of suitable shapes for their design and make good use of their mathematical and scientific knowledge to ensure that the kite frame will be strong, light and covered in appropriate material. They successfully explore simple frames using construction equipment and experiment with different methods of joining materials.
163. Pupils investigate materials suitable for making an apron for craft activities; they correctly decide that the apron must be hard-wearing, colourful and practical to protect clothes. They test materials and decide which are hard-wearing, explore various ways of attaching the ties before successfully making and decorating their own aprons. They evaluate their finished work and make good attempts to record their findings.
164. Pupils have a good understanding of mechanisms through their investigations of wheels and axles when making models from construction equipment. They successfully make models of wedding carriages and test their movement.
165. Pupils enjoy food technology activities and have a good knowledge of healthy foods. They make close observations of packaged lunches before designing

and planning their own healthy sandwich, using healthy ingredients. They confidently evaluate their finished sandwich and record their findings, the quality of taste and success of the process.

166. Through their work on investigating materials, year 2 pupils design and make waterproof shelters. They test the materials for strength and waterproofing properties before deciding on the one most suitable for their shelter. They successfully use a variety of materials and tools to cut, shape and join parts of their shelter. They competently take photographs of their finished work and write clear evaluations.
167. All pupils make good use of ICT to design their products and record their ideas.

Shortcomings

168. There are no significant shortcomings.

Subject 4: HISTORY

Key Stage 1 – Grade 2: Good features and no important shortcomings

Good features

169. Pupils respond well and make good use of interesting resources and artefacts which bring historical events to life; pupils study them with interest and excitement. Pupils are very keen to participate in relevant role-play and because this motivates them well, they cannot wait to get on with the next part of the lesson.
170. Chronological skills are developing well when pupils create class books to illustrate how flight has changed over time. After the visit of a mother with a new baby, they trace changes that have occurred in their own lives from babyhood to the present. They sequence, for example, how their interest in certain toys has changed.
171. They use vocabulary related to the passage of time appropriately and show understanding that the past is different from the present, for example, when they begin to identify how homes were lit and heated long ago and what happens in their own homes now.
172. When they learn about significant people in the past, they consider their contribution to life at the time, and why they did things. They learn how different people, such as Lady Hanover, shaped society in Wales. They begin to recognise the differences between past and present. They effectively compare events and changes and use their own experiences, for example, when considering how clothes have changed over time and why.

173. They find out about the past from a range of sources, for example, when they visit a local country house to see how kitchens have changed over time. They discover the history of the local area when they conduct a house trail to identify old and new houses.
174. After undertaking role-play of a wedding in a local church, they successfully use photographs and other sources to investigate past and present weddings in their own families and explore how they have changed over time.
175. They begin to use historical enquiry successfully when they trace their own family histories back to grandparents and great grandparents to discover where their families originated. They use mathematical skills appropriately to record this information in graph form.

Shortcomings

176. Pupils' recall of recent work is sometimes insecure.

Subject 5: PHYSICAL EDUCATION

Key Stage 1 – Grade 2: Good features and no important shortcomings

Good features

177. Pupils experience a good range of physical activities including dance, gymnastics and games.
178. All pupils understand the necessity for warm-up activities and explain clearly the beneficial effects of exercise on body fitness and general health. They describe changes to their breathing, heart rate, appearance and how they feel after exercise. They also appreciate a 'cool down' session at the end of a lesson. They handle apparatus sensibly and safely.
179. Pupils have a good awareness of space and use it purposefully. They move at different levels, directions and speeds. Most pupils respond well to instruction and percussion instruments to perform a range of movements.
180. Year 1 pupils make good attempts to throw and catch bean bags in both hands and in the left or right hand, demonstrating good control. They work well in pairs to develop their ball handling skills. They successfully bounce a ball in a hoop, catch a ball, dribble a ball with their hands around markers and use feet to dribble a ball around cones in a zig-zag pattern.
181. Pupils in year 2 are improving their throwing and catching skills. They can successfully bounce and throw a ball at a target or into a hoop from varying distances and practise underarm and overarm throws. They work well in pairs to practise and improve their skills of rolling, dribbling, bouncing, batting and catching a ball to each other, showing good co-ordination and control.

182. Pupils make thoughtful evaluations of their own work and that of others and offer suggestions for improvement.
183. Good opportunities are provided for pupils to develop physical skills through extra-curricular activities, such as Fit Kids club and Welsh country dancing club.

Shortcomings

184. A few pupils do not listen to instruction sufficiently and therefore do not perform the tasks properly.

Subject 6: RELIGIOUS EDUCATION

Key Stage 1 – Grade 2: Good features and no important shortcomings

Good features

185. Pupils develop a secure knowledge and understanding of the beliefs and practices of Christianity and Judaism and also some aspects of other faiths; this has a good impact on their standards of achievement.
186. When they visit a local church and study the artefacts that are present in the church, pupils begin to understand why believers worship and celebrate their faith. When they participate in role-play of a Christian wedding, they come to understand the significance of this traditional ceremony to Christians.
187. They begin to learn about some of the main festivals, celebrations and special places of other faiths. After hearing the story of Ramah and Sita, they create their own colourful Divali lamps. They celebrate and share their knowledge of the Chinese New Year with the rest of the school during a class assembly. They use construction equipment to build effective models of a mosque. They demonstrate good knowledge of Jewish celebrations and clearly describe a Shabbat supper through drawings.
188. Pupils grow increasingly aware of questions and issues raised by their experience of the natural world and human relationships. They take pride in their creation of the environmental garden in the school courtyard and demonstrate their care and wonder for the pied wagtail's nest in the garden and their fascinated observations of the development of the chicks.
189. Pupils effectively explore their own feelings and emotions when they respond to the story of 'Mr Bear' and thoughtfully discuss the rights and wrongs of taking animals from their natural habitat.
190. They become caring and thoughtful, responding well to issues of greed and sharing after considering the story of the tortoise that could not fly. They demonstrate good recall of their own experiences of sharing, benefiting their moral development.

Shortcomings

191. Pupils' recall of recent work is sometimes insecure.

School's response to the inspection

As the process of inspection through self-evaluation is new to the school, it is reassuring that the inspection team agrees with most of the school's judgements of aspects of its work.

As a Community Focused School, we are delighted that the inspectors found that the school is very successful in providing a focus for the community and that the school's work in promoting lifelong learning and community regeneration is outstanding. The inspectors found standards of achievement to be good or better in 81 per cent of lessons. Teaching was judged to be good or better in 91 per cent of lessons observed. This is a reflection of the hard work of pupils, staff, governors and the head teacher of Fairwater Infant and Nursery School.

The inspection findings recognise that the school has made good progress since the previous inspection, in addressing the key issues, in improving the quality of education and in raising standards of achievement.

We are particularly pleased that the inspection team found that the way learners are cared for, guided and supported is an outstanding feature of our school. The report also confirms that we are achieving our aim to make our school a safe, happy, caring and stimulating place where all members are encouraged to become confident, independent, life long learners.

An action plan to include the recommendations will be produced by the staff and governors and will be incorporated into the school's strategic plan. This will ensure that we build upon our current strengths and continue to make progress.

The recommendations for future developments had already been identified by the school in the School Strategic Plan and in the self-evaluation report. These recommendations will be included in our next strategic plan as well as other issues and opinions raised by the inspectors.

The staff and governing body of Fairwater Infant and Nursery School welcome this report, and would like to express their thanks to the inspection team whose positive and professional approach was greatly appreciated. Their opinions are valued and recommendations will form the basis for the next stage in the future development of Fairwater Infant and Nursery School.

Appendix A

Basic information about the school

Name of School	Fairwater Infant and Nursery School
School type	Community
Age-range of pupils	3 – 7 years
Address of School	Blenheim Road St. Dial's Cwmbran Torfaen
Post-code	NP44 4SZ
Telephone number	01633 775052
Head teacher	Mrs J Tucker
Date of appointment	May 2001
Chair of governors/ Appropriate authority	Cllr. D J Williams
Registered inspector	Mrs M E Evans
Dates of inspection	25 – 27 April 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26	45	40	40					151

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7

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

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Autumn 2004	80	92	93
Summer 2004	80	92	93
Spring 2004	85	93	94

Percentage of pupils entitled to free school meals	39
Number of pupils excluded during 12 months prior to inspection	3

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2		58			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	5	16	76	3	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	7	2	67	5	0
		National	0	3	11	63	23	0
En: writing	Teacher Assessment	School	0	9	10	81	0	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	7	10	81	0	0
		National	0	4	14	55	27	0
Mathematics	Teacher Assessment	School	0	2	10	78	10	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	2	5	78	16	0
		National	0	2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	74	In Wales	80

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of seven inspector days at the school.

Before the inspection:

- meetings were held with the head teacher and staff, the governing body and with the parents; one parent attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 31 completed questionnaires were carefully analysed;
- a scrutiny was made of school documentation.

During the inspection:

- evidence of lessons observed was based on approximately 16 hours of inspecting 24 lessons across the age groups;
- other observations included assemblies, registration, extra-curricular and community activities, lunch and break times;
- discussions were held with the head teacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school, including the 'Happy Helpers'; inspectors listened to a representative sample of pupils read;
- a scrutiny was made of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the head teacher, the staff and the governing body to provide oral feedback on the inspection findings.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs M E Evans Registered Inspector	Context Summary and recommendations Key Questions 1, 2, 5 and 6 Mathematics Design and technology Physical education
Mrs K Andrews Team Inspector	Key Questions 3 and 7 and contributions to Key Questions 1, 2 and 4 English History Religious education
Mr K Jones Lay Inspector	Key Question 4 and contributions to Key Questions 1 and 3

The contractor was:

Evenlode Education Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Acknowledgement

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

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

**Fairwater Infant and Nursery School
Blenheim Road
St. Dial's
Cwmbran
Torfaen
NP44 4SZ**

Summary for Parents

School Number: 678/2223

Date of Inspection: 25 – 27 April 2005

By

**Mrs M E Evans
W202/78828**

Date: 30 June 2005

Under Estyn contract number: T/244/04P

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Basic information about the school

Name of School	Fairwater Infant and Nursery School
School type	Community
Age-range of pupils	3 – 7 years
Address of School	Blenheim Road St. Dial's Cwmbran Torfaen
Post-code	NP44 4SZ
Telephone number	01633 775052

Head teacher	Mrs J Tucker
Date of appointment	May 2001
Chair of governors/ Appropriate authority	Cllr. D J Williams
Registered inspector	Mrs M E Evans
Dates of inspection	25 – 27 April 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26	45	40	40					151

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7

A SUMMARY REPORT FOR PARENTS

Fairwater Infant and Nursery School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Fairwater Infant and Nursery School took place between 25 and 27 April 2005. An independent team of inspectors, led by Mrs M E Evans 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.

Summary

Fairwater Infant and Nursery School has made good progress in improving standards of achievement since the previous inspection. The school is very successful in providing a focus for the community. Its work in promoting lifelong learning and community regeneration is outstanding.

Table of grades awarded

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

Standards

Subjects

Standards of achievement in the six subjects inspected are judged as follows:

Subject	Key Stage 1
English	2
Mathematics	2
Design and technology	2
History	2
Physical education	2
Religious education	2

Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	75%	19%	0%	0%

Pupils' standards of achievement in lessons are well above the Welsh Assembly Government targets which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50 per cent to attain grade 2. Pupils achieve good standards in knowledge, understanding and skills.

The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

Children under-five make very good progress, from a low baseline, in developing key skills in activities within each area of learning. They are making steady progress in developing speaking and listening skills, although these are still underdeveloped. Their early reading, writing and numeracy skills are used effectively in a range of activities and they confidently use information and communication technology (ICT) to support their learning.

In key stage 1, pupils' standards and progress in achieving key skills are good overall. Standards achieved in writing are good and pupils are increasing their skills to write in a variety of activities across the curriculum. Pupils achieve good standards in reading and use these skills effectively in lessons. Speaking and listening skills are underdeveloped, but pupils are making steady progress through the use of 'teaching talking' schemes. Pupils make effective use of numeracy skills in different subjects. Their use of a range of ICT to support learning across the curriculum is good.

Pupils' competence in using bilingual skills is good; they take part in Welsh conversations with confidence and enthusiasm. They read words and phrases in simple Welsh books clearly and accurately and make good attempts to write sentences using known language patterns.

In key stage 1, the 2004 National Curriculum teacher assessment results indicated that standards achieved by pupils in the core subjects of English, mathematics and science were below local and national averages. The core subject indicator of 74 per cent, where pupils achieved level 2 and above, was lower than the national average of 80 per cent. However, 31 per cent of the pupils in the year group were on the special educational needs (SEN) register, six of whom had statements of SEN.

When compared with similar schools locally and nationally on the basis of free school meal entitlement, the school is performing in the top 50 per cent and below the best performing 25 per cent of schools.

Pupils have a good understanding of how well they are progressing and what they need to do to improve; this is having a beneficial impact on improving standards. Pupils are involved in assessing their own progress and setting targets for improvement in the core subjects.

Levels of attendance average 93 per cent and are above the local average but slightly below the national average of 93.7 per cent. The school is effective in monitoring and

following up absences. Punctuality at the start of the school day and individual lessons is good, although there is a small minority of persistent latecomers.

Pupils' behaviour and attitudes to learning are generally good and have a positive effect on standards achieved and the quality of life in the school. However, there are a minority of pupils who demonstrate challenging behaviour but respond well to behaviour management strategies. Three pupils were temporarily excluded in the 12 months prior to the inspection. Pupils make good progress in learning to take responsibility for their own work and in working in pairs or collaboratively in a group.

Pupils make good progress in their personal, social, moral and wider development. They have a good understanding of equal opportunities issues and of the need for respect for within society. Their experience of diversity in society is underdeveloped.

The quality of education and training

In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	74%	9%	0%	0%

The overall quality of teaching in lessons is higher than the Welsh Assembly Government targets. The quality of teaching of children under-five is good. Throughout the school, teachers have good knowledge and understanding of subjects and areas of learning they teach. Lesson planning is well structured with clear learning objectives which are shared with the pupils. A very good range of teaching techniques and strategies are used effectively to promote pupils' learning and good behaviour.

The quality of assessment, recording and reporting is good with some outstanding features. There are effective systems which provide a clear picture of pupils' progress. Assessment procedures are very successful in assessing pupils' achievements and progress. Teachers' detailed marking comments are closely linked to individual pupils' targets and are very effective in indicating the next steps in learning. The quality of reports to parents is good and they meet statutory requirements. They provide detailed information of pupils' progress in subjects but are less informative about what pupils need to do to improve.

Learning experiences are broad and balanced and successfully meet the needs of all pupils; they are very effective in ensuring that pupils have equality of access and opportunity. The school ensures that pupils acquire the necessary basic and key skills but the planning for the teaching of key skills across the curriculum is underdeveloped.

The school has developed excellent partnerships with parents and links with the community and offers an outstanding range of initiatives for people in the community which succeed in promoting lifelong learning and community regeneration. Parents and others in the community make a significant contribution to pupils' learning and play an important part in promoting high standards.

Pupils' learning experiences are enhanced through a good range of educational visits and opportunities to participate in out-of-hours activities, including sport. The provision for pupils' spiritual, moral, social and cultural development is good and pupils respond well to

this area. They achieve good standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes.

Learning experiences successfully promote pupils' bilingual skills through the use of incidental Welsh through the day. *Y Cwricwlwm Cymreig* is integrated into most subjects and succeeds in promoting pupils' understanding of the language and culture of Wales.

The school is making good progress in developing a programme of work for the education for sustainable development, including re-cycling schemes and environmental projects. Work-related education is good.

The quality of care, educational support and personal guidance for pupils is outstanding. The school ensures that all pupils are equally valued and treated with respect and understanding. There are very good procedures for promoting equality and the well-being, health and safety of pupils.

The quality of provision for pupils with additional learning needs is good; it complies with the National Assembly Government framework for inclusive education and with the SEN Code of Practice. Pupils receive good support and make steady progress in their learning towards targets set in their individual education plans (IEPs); they achieve good standards according to their level of ability.

Leadership and management

The overall quality of leadership and strategic management is good. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote a positive ethos and high standards; this is an outstanding feature. The head teacher provides efficient, caring leadership and ensures a clear sense of purpose and direction for the work of the school. The staff work well as an effective team and are highly committed to improving standards of achievement.

The governing body is supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction but are at an early stage in regularly monitoring the quality of provision and standards of achievement.

The school's self-evaluation report clearly identifies strengths and areas for further development. There are effective systems for monitoring provision and standards and subject leaders produce detailed action plans for their subjects which ultimately feed into the School Strategic Plan.

The overall provision for staffing, accommodation and learning resources is good and has a beneficial impact on pupils' standards of achievement. Pupils are well supported by qualified, specialist and experienced staff. Support staff are very well deployed and play an important part in supporting pupils' learning. The provision and quality of resources are good and staff and pupils make effective use of all available books, materials and equipment.

The school has suitable accommodation for the number of pupils on roll. Good use is made of all available space to provide an attractive working environment for pupils. The quality of the inside accommodation is generally good. Classrooms and shared areas are

enhanced by good quality displays which celebrate pupils' achievements. However, the outside of the building is in a poor state of repair. There are parts of the roof which leak when it rains. The surface of the playground is poor and prevents the development of new sporting initiatives which require a new surface for the planned markings. The pathways around the school are broken and uneven and may pose a threat to safety.

Resources are managed efficiently and budget planning reinforces the aims of the school. The budget is regularly reviewed and the school provides good value for money. Targets for improvement are set and are incorporated into the School Strategic Plan which is a useful working document for prioritising areas for improvement over a three year period.

The school has made good progress since the previous inspection and has met the targets set in an action plan, which addressed the key issues from the previous inspection report.

Recommendations

In order to improve standards further, it is recommended that the school should:

- R1 Improve standards of achievement in subjects and key skills where there are shortcomings.
- R2 Develop whole school planning of key skills across the curriculum.
- R3 Further develop the roles of governors in monitoring educational provision and standards of achievement and in their involvement in the school's self-evaluation process.
- R4 Make improvements to the outside of the school building, the playground and the pathways around the school.

The school has identified these issues in the School Strategic Plan and in the self-evaluation report.

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

Acknowledgement

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