

REPORT

on the

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

**FAIRWATER JUNIOR SCHOOL
BLENHEIM ROAD
ST. DIALS
FAIRWATER
CWMBRAN
TORFAEN
NP44 4SZ**

School Number: 678/2222

Date of Inspection: 9th – 13th June 2003

By

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Registered Inspector 8596

Under Estyn contract number: T/277/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Fairwater Junior School is situated within the St Dials district in the outer area of the town of Cwmbran. It has a roll of 263 pupils aged seven to 11 years. In general terms, the school describes approximately three-quarters of the area it serves as economically disadvantaged, with approx 25% characterised as neither prosperous nor economically disadvantaged. The annual intake is described as disadvantaged with many less able and few able pupils. Approximately 40% of pupils are registered as being entitled to receive free school meals. This compares with 20% for the LEA as a whole. All pupils come from homes where English is the predominant language spoken and there are no pupils who speak Welsh as a first language. 99% of the school population is white in origin; the other 1% consists of Black African, Black Caribbean and Chinese. There are 98 pupils (accounting for 37% of the numbers on roll) identified by the school as requiring Special Educational Needs (SEN) support. Six pupils have a statement of special educational need. There are no pupils who are disapplied from the National Curriculum (NC).

The school has a motto of 'Friendship and Learning' and its vision is 'For every child to achieve of their best and to be educated in a warm, caring environment.' There are a number of appropriate aims and objectives.

The school's three-year strategic plan for 2002-2005 identifies long-term goals and how they relate to the LEA's Educational Strategic Plan. In the current year, the school has identified priorities for improving standards in mathematics, to have a consistent approach to behaviour throughout the school, to develop and refine strategies to provide additional support for SEN, to raise standards in the quality of teaching and learning through the development of the role of the curriculum leaders.

The school was previously inspected in September 1997.

2. MAIN FINDINGS

The main findings of the report

Fairwater Junior is a school with a number of significant strengths and it has made satisfactory progress since its last inspection.

- Standards of achievement were very good in 2 per cent of lessons seen, good in 34 per cent and satisfactory in 46 per cent of lessons. Standards of achievement were unsatisfactory in 18 per cent of lessons seen.
- In KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and in religious education are as follows:

Subject	KS2
English	Satisfactory
Mathematics	Satisfactory
Science	Good
Welsh (second language)	Satisfactory
Design and technology	Good
Information technology	Unsatisfactory
History	Satisfactory
Geography	Unsatisfactory
Art	Satisfactory
Music	Good
Physical education	Good
Religious education	Good

- In the NC 2002 tests, The percentage of pupils achieving level 4 or above in all three core subjects was 43 per cent, compared to 68 per cent for the whole of Wales. Pupils' achievement in the school was in the lowest quarter when compared to similar schools.
- The percentage of pupils achieving level 4 or above in all three core subjects by teacher assessment was 56 per cent, compared to 70 per cent for the whole of Wales. Pupil achievement was in the lower 50 per cent when compared to similar schools.
- Analysis of NC test data since the previous inspection indicates that pupils' achievements have steadily improved in English and science, but have been less consistent in mathematics.
- Pupils make satisfactory progress overall. Pupils enter the school with levels of achievement that are below average.
- Standards achieved in key skills across the curriculum are satisfactory overall. They are good in listening, satisfactory in speaking, reading and numeracy and unsatisfactory in writing and the use of ICT across the curriculum.
- The provision for pupils' spiritual, moral and social development is good and for their cultural development it is satisfactory. The school makes good provision to enable pupils to know and understand Christian values and beliefs and those of other religions. Daily acts of collective worship make a positive contribution to the pupils' spiritual and moral development. Pupils' knowledge and understanding of the cultural traditions and history of Wales is under developed.
- The standard of pupils' behaviour and attitude to learning is satisfactory. The majority of pupils show a good attitude to their learning, listen attentively and apply themselves to the tasks. There are a minority of pupils throughout the school who present challenging and unacceptable patterns of behaviour. Generally, teachers apply a consistent approach to behaviour management. There are occasions, however, when the teachers' time spent managing the inappropriate behaviour of this minority, impairs the quality of learning for the majority.

- Attendance levels and pupils' punctuality are satisfactory. The school has in place policies and procedures to promote good attendance.
- The quality of teaching is generally good with good or very good teaching observed in 69 per cent of lessons. Teaching was judged to be satisfactory in 24 per cent of lessons. However, unsatisfactory or poor teaching was seen in 7 per cent of lessons. Lessons contain clear learning intentions. In most instances, the learning objectives are displayed and explained to the pupils at the beginning of the lesson and are returned to at the end, to ensure that they have been understood. In lessons judged to be less than satisfactory, organisation and management of pupils are less secure, so that teaching does not have sufficient impact on pupils' learning.
- The quality of assessment, recording and reporting is good overall. The school complies with the statutory arrangements for NC assessment and recording. Pupils' work is conscientiously marked according to the school's guidelines and often includes constructive written comments by the teachers. Assessment in the foundation subjects is at an early stage of development. Annual reports fully comply with statutory requirements.
- The quality of the curriculum is good and conforms to statutory requirements. The school provides pupils with a broad, balanced and relevant curriculum that includes all NC subjects and religious education. There is sufficient time allocated to most subjects with the exception of Welsh second language, where the time is insufficient to meet the needs of the subject. Religious education is provided in accordance with the Agreed Syllabus.
- The quality of provision for pupils with Special Educational Needs is good overall and pupils make good progress in achieving their individual targets.
- The school provides good support and guidance for pupils. It provides an orderly, welcoming and caring environment in which pupils feel happy and secure. There is a strong ethos of inclusion at the school and support is provided to ensure that all pupils have access to all areas of the curriculum.
- Overall the partnership with parents and community, schools and other institutions is good. The school has established good links with the community, other schools and the LEA.
- The school's partnership with industry is satisfactory. There is scope to improve the staff development opportunities provided by industry and commerce.
- The quality of self-evaluation and planning for improvement is good. Governors fully support the headteacher and staff in the self-evaluation process and they are well informed regarding the school's priorities. The School Development Plan (SDP) is a detailed and useful document that includes evaluation reports of previous plans, the school's long-term strategic overview and specific short-term priorities. The school is making good progress in ensuring that parents, governors and all members of staff are given opportunities to contribute to the self-evaluation process. Curriculum leaders are actively involved in monitoring their subject areas by observing lessons or evaluating pupils' work. However, the monitoring to date has been mainly focused on coverage rather than on evaluating the standards achieved by the pupils.

- Leadership and efficiency are good. The headteacher provides very good leadership, and much has been achieved in the short time since her appointment, following a period of instability in the school, which impeded development. She has established a very good team spirit amongst all staff and has acted quickly to implement policies and procedures to move the school forward and give clear direction to its work. A positive, improving culture is developing in the school.
- The governing body is well informed and takes an active interest in the life and work of the school. It meets regularly and has established appropriate committees, which are fully minuted. Its procedures enable it to fulfil its statutory responsibilities.
- The budget is well managed and appropriate financial priorities are identified which are clearly related to the educational priorities in the SDP. The school provides good value for money. The school complies with statutory requirements and takes note of National Assembly for Wales and local authority guidelines in formulating policies and procedures.
- Staffing, accommodation and learning resources are satisfactory overall. There are sufficient teachers and support staff who collaborate well together to provide an effective team to meet the needs of the pupils. Teachers are well qualified and, between them, have a good range of subject expertise enabling them to deliver the NC.
- There is adequate accommodation for the number of pupils on roll and, despite frequent acts of vandalism committed outside of normal school hours, it is in generally good condition. Currently the building lacks appropriate access for pupils with physical disabilities. Since the last inspection, little progress has been made in terms of the health and safety issues identified in relation to the open access to the school grounds, despite the school's best efforts. During the inspection, issues of security still continued, although plans exist to begin work on erecting a perimeter fence in the near future.
- Resource provision is generally satisfactory. There are shortcomings in the range of up-to-date resources to teach aspects of the Welsh dimension in history, geography and art. The range of software has improved since the last inspection. However, the school still lacks sufficient IT hardware, and access to the internet is extremely limited. The school library is small for the number of pupils and lacks sufficient fiction and reference materials.
- The school has made satisfactory progress in meeting the Key Issues from the previous inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Standards of achievement were very good in 2 per cent of lessons seen, good in 34 per cent and satisfactory in 46 per cent of lessons. Standards of achievement were unsatisfactory in 18 per cent of lessons seen.
- Standards are satisfactory in the core subjects of English and mathematics.

- Standards are good in the core subject of science.
- In Welsh second language, history and art, standards are satisfactory.
- In design and technology, music, physical education and religious education, standards are good.
- In information technology and geography, standards are unsatisfactory.
- In the NC 2002 tests, 71 per cent of pupils achieved level 4 or above in English, which was eight percentage points below the all-Wales average for the same year. Compared with similar schools, pupils' achievement was in the top 50 per cent of schools in Wales. In mathematics, 44 per cent of pupils achieved level 4 or above, which is significantly below the national average. When compared with similar schools, pupils achievement was in the lowest quarter of schools. In science, 76 per cent of pupils achieved level 4 or above, which is nine percentage points below the national average. When compared with similar schools, pupils achieve levels in the lower 50 per cent of schools. The percentage of pupils achieving level 4 or above in all three core subjects was 43 per cent, compared to 68 per cent for the whole of Wales. Pupil achievement was in the lowest quarter when compared to similar schools.
- In the 2002 NC tests, the standard of boys' achievement in English was in line with the average for Wales, but girls achievement was below the national average. In mathematics, the standard of achievement for both boys and girls was below the national average and for science it was generally in line with standards throughout Wales.
- In teacher assessments in 2002, 71 per cent of pupils achieved level 4 or above in English, compared to 76 per cent in Wales for the same year. Compared with similar schools, pupils' achievement was in the top 50 per cent of schools in Wales. In mathematics, 57 per cent of pupils achieved level 4 or above, which is 18 percentage points below the national average. When compared with similar schools, pupils' achievement was in the lowest quarter of schools. In science, 78 per cent of pupils achieved level 4 or above, which is five percentage points below the national average. When compared with similar schools, pupils achieve levels in the top 50 per cent of schools. The percentage of pupils achieving level 4 or above in all three core subjects by teacher assessment was 56 per cent, compared to 70 per cent for the whole of Wales. Pupil achievement was in the lower 50 per cent when compared to similar schools.
- Analysis of NC test data since the previous inspection indicates that pupils' achievements have steadily improved in English and science, but have been less consistent in mathematics.
- Pupils make satisfactory progress overall. Pupils enter the school with levels of achievement that are below average and, in mathematics, well below average.
- Pupils with SEN make good progress.

3.2 Standards achieved in key skills across the curriculum

- Standards achieved in key skills across the curriculum are satisfactory overall. They are good in listening, satisfactory in speaking, reading and numeracy and unsatisfactory in writing and the use of ICT across the curriculum.
- The majority of pupils throughout the school listen attentively to their teachers when engaged in whole class activities. They respond appropriately to teachers' questioning but many lack confidence to readily offer extended explanations.
- In small group situations, pupils discuss and offer their views on topics related to religious education and history with increasing confidence and explain their ideas clearly for designing and making in design and technology. They develop an understanding of key words and use appropriate terms and vocabulary in a range of subjects.
- Pupils achieve satisfactory standards in reading for different purposes across the curriculum. Their referencing skills are developing well and older pupils skim and scan non-fiction text effectively to glean relevant information.
- Pupils' skills in writing for a range of purposes across the curriculum are under developed and are often confined to unchallenging written tasks. They are beginning to recognise the features of a variety of non-fiction texts but do not show a sufficient understanding to extend their presentation of work across the curriculum.
- Most pupils apply their numeracy skills satisfactorily in some areas of the curriculum. In science and geography they make good use of tally charts and graphs when recording results of investigations. These include block and line graphs that are usually produced accurately but the ability to interpret them is not always evident. Some use calculators effectively to total various categories in their tally charts. They use their estimating and measuring skills well in design and technology lessons and with some support in science lessons. Older pupils use stopwatches accurately during their athletics activities. Some pupils, however, show a lack of confidence when applying their mental mathematics skills to different areas of the curriculum.
- Pupils lack sufficient skills to develop their use of ICT to support their work across the curriculum. They are developing their ability to use the interactive whiteboard for their mathematics lessons on place value and in learning about spreadsheets. Older pupils are developing programming skills for the use of logo. There are satisfactory examples of word processing skills, including importation from clipart, being developed during language work but this is not consistently applied throughout the school.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral and social development is good and for their cultural development it is satisfactory.

- The school makes good provision to enable pupils to know and understand Christian values and beliefs and those of other religions.
- Daily acts of collective worship make a positive contribution to the pupils' spiritual and moral development. Pupils learn to recognise the values of truth, honesty and justice.
- During assembly, pupils listen attentively and have time for reflection. The playing of pre-recorded music when entering and leaving the hall adds to the occasion. However, some pupils are withdrawn for extra group reading lessons during assembly time.
- Relationships between pupils and adults and between pupils themselves are, for the most part, good. The great majority work and play together in harmony.
- The school is successful in promoting environmental awareness. This is reinforced with the study of trees, the school garden, pond, and recycling of waste in the compost bin.
- Charitable contributions made by the school have been generous. The school supports children's charities at home and abroad, and help pupils realize that there are children less fortunate than themselves.
- Pupils develop an increasing awareness of cultural diversity through a range of curricular activities. Some incidental Welsh is used throughout the school and notices and displays in the classroom and around the school contain a proportion of written Welsh. Pupils' knowledge and understanding of the cultural traditions and history of Wales is under developed.
- The school effectively promotes racial equality and is committed to promoting the self-esteem of all pupils.

4.2 Behaviour and attitudes

The standard of pupils' behaviour and attitude to learning is satisfactory.

- When moving in and around the school, pupils behave well. Most are courteous and friendly and treat one another and adults with respect.
- The majority of pupils show a good attitude to their learning, listen attentively and apply themselves to the tasks.
- There are a minority of pupils throughout the school who present challenging and unacceptable patterns of behaviour. When such behaviour occurs in the classroom it is generally dealt with quickly and effectively by the teacher, and is not allowed to affect the learning of other pupils. There are occasions, however, when the teachers' time spent managing the inappropriate behaviour of this minority, impairs the quality of learning for the majority. It also results in those pupils guilty of misbehaviour failing to make progress in their work.
- Eight boys and one girl have been temporarily excluded in the past twelve months. Proper procedures are followed on these occasions.

- Parents are aware of the school's behaviour and discipline policy and approach to good behaviour, and most are supportive.
- The vast majority of pupils are well behaved in the dining hall. They queue quietly for their meals, and sit and enjoy each other's company in a relaxed and informal setting. Pupils respond well to the supervisors, who allow sufficient time at each sitting for pupils to enjoy their meal.
- Since the previous inspection, the school has given high priority to improving behaviour and has set targets for improvement. Generally, teachers apply a consistent approach to pupils' behaviour.
- The school has written behavioural policies and policies for dealing with bullying. No instances of bullying were observed during inspection.

4.3 Attendance

Attendance levels and pupils' punctuality are satisfactory.

- The school has in place policies and procedures to promote good attendance. Parents are made aware of the effect of taking pupils out of school during term time. The average attendance figure for the current school year to date is 92.6 per cent, a 1 per cent improvement on the average for last year and on course to meet the LEA's target of 92.4 per cent.
- Registers are called at the beginning of each session, and are correctly codified. Information from the registers is up-loaded onto an electronic management system, which produces statistical data for review and analysis. Monitoring of attendance is carried out by the head teacher and the education welfare officer (EWO) who visits the school weekly. Appropriate action is taken in the event of concern about an individual's absence.
- Parents co-operate by notifying the school of reasons for their child's absence. Pupil records are detailed and contain contact names, addresses and telephone numbers.
- The school recognises and rewards pupils whose attendance records are good. The school has good procedures in place to improve attendance and is making good progress.
- The majority of pupils arrive punctually but there is a minority in most classes who arrive late.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is generally good with good or very good teaching observed in 69 per cent of lessons. Teaching was judged to be satisfactory in 24 per cent of lessons. Unsatisfactory or poor teaching was seen in 7 per cent of lessons.

- There is good planning between teachers of parallel classes to ensure that pupils are provided with similar learning experiences.
- Lessons contain clear learning intentions. In most instances, the learning objectives are displayed and explained to the pupils at the beginning of the lesson and are returned to at the end, to ensure that they have been understood.
- There is good pace to the lessons and activities are well timed to ensure that attention is maintained.
- Clear expectations on behaviour are established. Teachers treat all pupils with respect and they work very effectively to ensure that all pupils feel valued. Often, teachers use pupils' answers positively as teaching points to develop greater understanding.
- Teachers make good use of teaching aids and are gaining confidence in the effective use of the interactive whiteboard.
- Learning Support Assistants are effectively deployed to support individuals or groups of pupils.
- Where the teaching is satisfactory, some of the above features are present, but also some deficiencies, such as overlong introductory sessions, so that pupils' concentration is not maintained and insufficient time is available for pupils to properly get to grips with their tasks. Resources for whole-class work are sometimes too small for pupils to read. There is insufficient challenge provided for more able pupils, and plenary sessions are not used effectively to reinforce learning.
- In lessons judged to be less than satisfactory, organisation and management of pupils are less secure, so that teaching does not have sufficient impact on pupils' learning. Tasks set are insufficiently challenging to move the pupils' learning forward and to maintain interest.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good overall.

- The policy document usefully outlines the rationale for assessment, recording and reporting and gives a comprehensive and clear overview of procedures at the school. It is supplemented by a marking policy that provides clear guidelines for teachers.
- The school complies with the statutory arrangements for NC assessment and recording.
- Good use is made of standardised tests in language and mathematics to inform the assessment of pupils' attainment and to track progress. The results of these tests and the NC tests are analysed in detail in order to review pupils' achievements and to ensure that pupil targets are realistic and challenging.

- The school places much emphasis on formative on-going assessment linked to short-term learning objectives and this is useful in helping to identify the needs of individuals and groups of pupils.
- Pupils' work is conscientiously marked according to the school's guidelines and often includes constructive written comments by the teachers. In the core subjects in particular, the marking and comments are linked to the specific learning objectives of the task and provide pupils with useful feedback on strengths and ways in which they might improve. This practice is not, however, as well developed for the foundation subjects.
- Teachers undertake regular assessments in core subjects, and each teacher keeps records of individual pupils' progress.
- Formal assessment in the foundation subjects is at an early stage of development.
- The progress of pupils on the SEN register is assessed carefully, and appropriate records are maintained. These note the improvements which pupils have made and the targets, which they have been set for further improvement.
- Annual reports to parents provide a good outline of pupils' progress within NC subjects and clear guidance to parents and pupils on those aspects where they need to work in order to secure further improvement. Reports fully comply with statutory requirements.

5.3 Curriculum

The quality of the curriculum is good and conforms to statutory requirements.

- The school provides pupils with a broad, balanced and relevant curriculum that includes all NC subjects and religious education. There is sufficient time allocated to most subjects with the exception of Welsh second language, where the time is insufficient to meet the needs of the subject. Religious education is provided in accordance with the Agreed Syllabus.
- There are detailed schemes of work and policies in place for all subjects. Many of these have only recently been adopted and consequently have not been fully implemented. There are aspects of some subjects, for example, in history and geography, which are not fully related to the NC programmes of study.
- Opportunities to develop awareness of the culture and heritage of Wales are not always exploited in assemblies or in curriculum plans. Some use is made of incidental Welsh throughout the day. Good opportunities are provided for pupils to learn about other cultures and beliefs.
- Teachers' short-term planning is good in English and mathematics, with clear and precise identification of learning objectives, but is less well developed in the other subjects. Differentiation for pupils, particularly those of higher ability, is not a consistent feature of the planning in all classes.

- The school is developing good strategies for developing some of the common requirements of the NC, for example, in relation to problem solving.
- The arrangements for pupils' personal and social education are very good, with a well-structured programme of 'Circle Time' planned for in every class. In addition, opportunities are provided in a number of subjects to promote aspects of health education, and the school actively participates in a 'Healthy Eating' programme. There is an appropriate sex education policy, which is implemented accordingly.
- Although the school has a policy for key skills, this is insufficiently adhered to in practice, and opportunities, for example, to develop pupils' oral, written and ICT skills are not always planned to ensure progression.
- The provision for social inclusion by ensuring equality of access and opportunity for all is good. The school has policies in place to encourage racial harmony. Opportunities are provided in a number of curriculum areas for making pupils aware of the importance of sustainable development and active citizenship.
- A good range of extra-curricular activities are regularly provided, covering sporting team games and cultural activities, such as the school choir, African drumming and Country dancing. These are well attended by a large number of pupils and help to support the formal curriculum and make a good contribution to pupils' personal development.
- Homework is inconsistently applied and does not always support the pupils' learning.
- Good use is made of the locality to enrich and to develop pupils' knowledge and understanding in subjects such as science, history and geography, and visits to places further afield are regularly planned.

5.4 Support, guidance and pupils' welfare

The school provides good support and guidance for pupils.

- The school provides an orderly, welcoming and caring environment in which pupils feel happy and secure. Teachers know their pupils well and work hard to create a happy and secure ethos for pupils who have a wide range of personal needs.
- A range of policies including anti-bullying, positive discipline and behaviour, inclusion and PSE contribute to the school's overall concern for pupils' welfare and in securing a consistent approach throughout the school.
- The headteacher and staff deal sensitively and effectively with a range of social issues affecting the pupils on a day to day basis. The outreach pastoral care worker who works for 2.5 days at the school on counselling and supporting vulnerable pupils and their families further supplements this support. This recent National Assembly for Wales funded initiative has already had a positive impact on some pupils' ability to deal with difficult situations.

- The school's child protection policy clearly outlines procedures at the school and the headteacher is responsible as the designated person. All members of staff are provided with information relating to general procedures and to individual concerns.
- There is a suitable policy in place for health, safety and welfare, and appropriate arrangements are made for on-going monitoring.
- The school has a sex education policy that is agreed by governors, and parents are consulted before certain aspects are taught.
- There is a strong ethos of inclusion at the school and support is provided to ensure that all pupils have access to all areas of the curriculum. The school building, however, is unsuitable for wheelchair access.
- Governors and the overwhelming majority of parents returning pre-inspection questionnaires believe that the school is offering good guidance and support for the pupils.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils with Special Educational Needs is good overall and pupils make good progress in achieving their individual targets. There are 98 pupils (accounting for 37 per cent of the numbers on roll) identified by the school as requiring SEN support. Six pupils have a statement of educational need. There are no pupils who are disapplied from the National Curriculum. Six pupils attend a local Special Needs Resource Centre on a temporary, part-time basis, depending on current individual needs.

- The school's policy for SEN provides useful and clear guidelines and has been updated to conform to the latest NAW Code of Practice. The Special Needs Co-ordinator (SENCO) has assumed this responsibility since September 2002. In addition to her duties as class teacher she oversees arrangements for SEN at the school and provides valuable support and guidance for colleagues. The named governor for SEN has a good knowledge of the school's provision.
- Detailed individual education plans (IEPs) or group education plans (GEPs) are available for each pupil with special needs. These plans have clear objectives against which the progress of each pupil is assessed. Pupils' progress is reviewed each term and IEPs/GEPs amended accordingly. Information regarding these reviews is sent to parents and they are provided with opportunities to discuss their children's progress.
- Support for pupils with special needs is provided mainly in class by the six Learning Support Assistants (LSAs) employed jointly by the school and LEA. They provide effective support in order to ensure that each child has full access to the NC. Pupils requiring specific programmes for language or mathematics are withdrawn from classes to work with LSAs for short periods. These take place within close proximity to the classrooms so that teachers can supervise and oversee the work.
- Many of the pupils on the SEN register and especially those who have statements of SEN require a great deal of support with behaviour. LSAs provide effective support for the

pupils and they are making good progress. They also play an important role alongside the teacher in minimising disruption caused by some pupils whose inclusion in mainstream classes presents a considerable challenge.

- Pupils who attend part-time from the local Special Needs Resource Base are making good progress. Exchange of information between the two establishments does not fully inform on progress in both settings.
- Although pupils with SEN are well supported in class, the work is not always appropriately differentiated. This is also the case for more able pupils where much of the planned differentiation is mainly by outcome.

5.6 Partnership with parents and community, schools and other institutions

Overall, the partnership with parents and community, schools and other institutions is good.

- Evidence from the analysis of the pre-inspection questionnaire sent to all parents indicates that there is a high degree of satisfaction with the efforts made by the school to involve parents in its work. All parents who returned questionnaires expressed satisfaction with the level of communication received from the school and believe that it encourages parents to play an active part. 95 per cent of parents believe that the school is easy to approach.
- The illustrated and up to date school prospectus provides parents with much useful information. This is supplemented with monthly newsletters and letters to parents.
- Parents receive, and have an opportunity to discuss with governors, their annual report.
- Parents' assistance in school is encouraged and welcome. Parents listen to pupils read, help with art and ICT, assist with games, and accompany pupils on educational visits.
- Formal consultations with teachers and parents occur three times per year. Informal contact occurs daily before and after school. A written report for each pupil is sent home during the summer term.
- The Friends of Fairwater Junior School is made up of parents and teachers who organise and manage a number of fund raising activities throughout the year, providing much useful additional revenue for school resources and equipment.
- The school has established good links with the community. Pupils have joined with children from other local schools to entertain shoppers with dancing displays in the town centre. The school choir has taken part in the Mayor's choral festival, and have sung at a home for the elderly.
- Links with the community church at Fairhill are well established. Pupils visit the church to celebrate the main festivals, and give a carol concert for parents and the community. Ministers from the church occasionally visit school, talk to the pupils and take assembly.

- Out of hours, the school is used once a week for the Tuesday Club. This club, run by parents, provides purposeful activity for local children. A summer school is organised during the long holiday.
- Arrangements for receiving new pupils into the school, and the transfer of pupils to the secondary school, are good and ensure a smooth transition.
- The school accepts student teachers for practical training, and provides work experience for students from local secondary schools.
- Pupils support various children's charities, which enables them to realise that there are people less fortunate than themselves.
- Good links exist with neighbouring schools and the LEA.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- Educational visits to local commercial and industrial sites give children an insight into the world of work. Pupils have benefited from their visits to sites such as the Blaenavon iron works, Big Pit and the community farm.
- Pupils' understanding of the world of work is broadened significantly by occasional talks and demonstrations given by visiting speakers, such as a policeman, road safety officer, fire fighters and health visitors. They talk about their work and help pupils understand the value of their jobs in the community.
- Year 6 pupils' business acumen is developed through running the school fruit tuck shop.
- The school has benefited materially from its links with local commercial businesses. Bottled water for use in the classroom has been provided by local supermarkets. Donations towards the purchase of resources have been made by local business organisations.
- Staff development opportunities provided by industry and commerce are under developed.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- A comprehensive self-evaluation file provides details of the school's policy and procedures for self-evaluation together with useful monitoring reports from subject co-ordinators.

- The headteacher's evaluation report provides a very good analysis of the school's performance data benchmarked against similar schools, gives a clear picture of the school's current position and the areas requiring further development. It also notes the progress made since the last inspection.
- Governors fully support the headteacher and staff in the self-evaluation process and they are well informed regarding the school's priorities. They visit school regularly and have first hand experiences of the school's strengths and any areas requiring further improvement.
- The School Development Plan (SDP) is a detailed and useful document that includes evaluation reports of previous plans, the school's long-term strategic overview and specific short-term priorities. The action plans for current priorities include aims, detailed actions to be taken, success criteria including targets, identification of funding for resources, procedures for monitoring and evaluation and realistic timescales.
- The school is making good progress in ensuring that parents, governors and all members of staff are given opportunities to contribute to the self-evaluation process.
- Curriculum leaders are actively involved in monitoring their subject areas by observing lessons or evaluating pupils' work. However, the monitoring to date has been mainly focused on coverage rather than on evaluating the standards achieved by the pupils.

6.2 Leadership and efficiency

Leadership and efficiency are good.

- The headteacher provides very good leadership, and much has been achieved in the short time since her appointment, following a period of instability in the school which impeded development. She has succeeded in establishing a very good team spirit amongst all staff and has acted quickly to establish policies and procedures to move the school forward and give clear direction to its work. A positive, improving culture is developing in the school.
- The governing body is well informed and takes an active interest in the work and life of the school. It meets regularly and has established appropriate committees, which are fully minuted. Its procedures enable it to fulfil its statutory responsibilities.
- The deputy headteacher has only recently been appointed and currently does not have a full-time teaching commitment. His time is used effectively to support groups of pupils and to develop innovative teaching strategies. Both head and deputy have a clear vision for the school.
- Curriculum leaders have worked hard to develop schemes of work and revise policy documents. They are keen to have a greater role in the development of their subjects and they work with a common sense of purpose.
- Since the last inspection, the SDP has improved and it now clearly defines success criteria for each identified priority.

- The budget is well managed and appropriate financial priorities are identified which are clearly related to the educational priorities in the SDP. The school has succeeded in procuring additional finance, with the result that there is a significant surplus available currently. Most of this has been earmarked for specific projects to support the further improvement of standards. Appropriate methods are used to evaluate the effects of spending decisions. The school provides good value for money.
- The school's aims and values are reflected in its work, especially its consistent promotion of good behaviour. It is also successful in promoting equality of opportunity and valuing the potential of all pupils.
- Administrative procedures are clear and operate effectively and efficiently, due in large measure to the work of the school secretary who undertakes considerable monitoring responsibilities related to the budget and also to attendance.
- The school complies with statutory requirements and takes note of National Assembly for Wales and local authority guidelines in formulating policies and procedures.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are satisfactory overall.

- There are sufficient teachers and support staff who collaborate well together to provide an effective team to meet the needs of the pupils. Teachers are well qualified and, between them, have a good range of subject expertise enabling them to deliver the NC.
- There is now an effective staff development policy in place, enabling staff to identify their training needs, which in turn is linked to the priorities in the SDP. This follows a considerable period, in which there had been little training provided. As a consequence a number of curriculum leaders require further professional support to enable them to carry out their duties effectively.
- There is adequate accommodation for the number of pupils on roll and, despite frequent acts of vandalism committed outside of normal school hours, it is in generally good condition. Classrooms are, in the main, spacious, although a number of them become hot and stuffy at times. The large hall provides good accommodation for concerts, assemblies and physical education. Throughout the school, there are good displays on view to enhance the learning environment.
- Currently, the building lacks appropriate access for pupils with physical disabilities. Toilet facilities for both pupils and staff are in need of refurbishment.
- Since the last inspection, little progress has been made in terms of the health and safety issues identified in relation to the open access to the school grounds. Issues of security still continue, although plans exist to begin work in the future.
- Resource provision is generally satisfactory. There are shortcomings in the range of up-to-date resources to teach aspects of the Welsh dimension in history, geography and art. The range of software has improved since the last inspection. However, the school still lacks

sufficient IT hardware, and access to the internet is extremely limited. The school library is small for the number of pupils and lacks sufficient fiction and reference materials.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievement are satisfactory overall.

Good features

- The majority of pupils are attentive, respond to questions in class discussions and follow instructions appropriately. Their listening skills are developing well throughout the school.
- Pupils make satisfactory progress in the mechanics of reading. Most read with confidence and self-correct using an appropriate range of strategies. They use dictionaries and understand how to make use of contents and index pages in information books.
- During group reading sessions, pupils confidently discuss plots and characters and are able to make inferences and predictions.
- Older pupils make effective use of the library and understand the classification system for reference books. They select suitable books to locate information.
- Pupils' writing skills are developing satisfactorily throughout the school. More able pupils spell frequently-used words correctly and punctuate accurately. They are developing the ability to plan their work carefully and make a good effort to produce well structured stories and reports.
- Pupils are beginning to write in a wider range of styles with an increasing awareness of purpose and audience. There are some good examples of poetry and extended writing in class books and on wall displays.
- Less able pupils show development in terms of accuracy and volume of written work produced.

Shortcomings

- A minority of pupils are unable to participate purposefully as listeners in group and class activities. They find difficulty in maintaining concentration and sustained listening.
- Pupils do not give extended oral responses during whole class discussions and lack confidence to provide detailed explanations.
- A significant number of pupils find difficulty in reading with suitable expression.

- Although pupils are gaining increasing knowledge of the features of different fiction and non-fiction texts many are not yet able to apply this knowledge to their own writing.
- Pupils' ability to draft and improve their written work is not sufficiently developed. They also make insufficient use of ICT in this context.
- The standard of presentation of written work is variable across the school and pupils are slow to develop a joined up cursive style of handwriting.

Mathematics

Standards of achievement are satisfactory.

Good features

- A good range of work is covered throughout the school and more able pupils have a firm grasp of the basic concepts covered in each topic.
- Younger pupils show a good understanding of place value to 100 and apply this knowledge to a range of situations. They confidently place whole numbers in ascending or descending order.
- Pupils in the younger lower ability groups make good progress in their mental mathematics sessions. They confidently count on in twos to 100 and in 10s to 400 and show instant recall of doubling numbers up to 10. They confidently use these known facts to add near doubles and apply these skills to larger numbers.
- Many younger pupils are developing knowledge of different strategies for calculations involving the four operations in number and have a good understanding of multiplication and division and their relationship to each other.
- More able younger pupils are developing satisfactory investigative and problem solving skills. They can identify number patterns and use them to complete investigations.
- Pupils readily tell the time using analogue and digital clocks.
- Older pupils have a good basic knowledge of fractions, decimals and percentages and their relationships. They are able to arrange decimal fractions according to size and round to the nearest whole number.
- By the end of KS2, pupils have a sound knowledge of the properties of regular and irregular 2D shapes and confidently use appropriate vocabulary to describe them. They readily identify the different shapes and apply their knowledge to the identification of 3D shapes.
- Pupils measure accurately and they show a good understanding of obtuse and acute angles. They make sensible estimates of measure and they show a good awareness of the

need to use appropriate units of measure. They are beginning to develop their investigative and problem solving skills.

Shortcomings

- A significant number of pupils throughout the school are insecure in their recall of multiplication tables.
- Pupils' ability to use a range of strategies for mental calculations is limited and they lack confidence in explaining their methods of working.
- A number of pupils working within the middle and lower ability range sometimes lack a firm grasp of new concepts. This is evident in some unfinished or incorrectly completed tasks in exercise books and on worksheets, and usually relates to number work.

Science

Standards of achievement are good overall.

Good features

- Pupils of all ages have a good recall of previous learning and share their understanding. They respond well to questions and understand scientific terms and concepts relevant to their age and ability.
- Across the key stage, pupils make good progress in their understanding of scientific enquiry.
- In their investigation of mini-beasts, Y3 pupils discuss which animals live in different habitats and how they might investigate where woodlice might live. Their understanding of the need to change variables to undertake a fair test is developing well.
- Y4 pupils display appropriate knowledge and understanding of the life cycle of a plant and make sensible predictions in an investigation on the effects on a plant of changing the amount of light and moisture.
- Y5 pupils describe how to plan an investigation in the school grounds to test a hypothesis presented by the teacher. They begin to identify the equipment needed and a method of sampling. In carrying out their investigation, they show good collaborative skills, carefully take samples of insects, identify each species through observation and with the aid of a reference sheet and record appropriately. They review their predictions and begin to suggest explanations for their results.
- Y6 pupils have a good knowledge of plants. They understand that plants need light to produce food for growth and can explain the principles of photosynthesis. In their investigation of trees in the school grounds, they show good knowledge of the various parts of the tree and why they are important, for example, that the roots anchor the tree and are used to transport water and nutrients. They can explain that trees take in carbon

dioxide and give out oxygen and thus begin to appreciate the ecological importance of trees to humans. They are able to take and record simple measurements and carry out calculations of the age of the trees to a given formula

Shortcomings

- There are no major shortcomings but, on occasions pupils' investigations are over-reliant on the teacher and recorded work tends to be similar between pupils, with the more able being insufficiently challenged.

Welsh second language

Standards of achievement are satisfactory overall.

Good features

- Pupils answer basic questions relating to themselves and everyday occurrences with some confidence and are developing the ability to ask questions themselves.
- They speak with intelligible pronunciation and intonation when using familiar language patterns to describe themselves and other people. The majority of pupils listen well and grasp new sentence patterns quickly.
- More able and confident speakers can adapt to a limited range of questions requiring a variety of language patterns. They are becoming increasingly confident at asking and answering such questions.
- Younger pupils respond with enthusiasm and accuracy when revising verbs and use them confidently within known language patterns.
- Y5 pupils confidently use familiar language patterns to express their likes and dislikes in relation to television programmes. They readily extend their responses to include likes and dislikes within one sentence.
- Pupils read captions, flashcards and information on worksheets accurately and some read more challenging texts during whole class shared reading sessions. Older pupils read their class reading books with a satisfactory degree of accuracy and fluency.
- Most pupils write accurately when following familiar patterns. In some cases pupils have extended their range of writing to include sentences, paragraphs, dialogues and comic strips.

Shortcomings

- A significant minority of pupils do not listen attentively and consequently make little progress in their Welsh lessons.

- Many pupils in Y6 make insufficient progress in developing their oral skills and in building on previous work. They are often reluctant to respond to basic questions without constant prompting.
- Reading skills are insufficiently developed throughout the school.

Design and technology

Standards of achievement are good.

Good features

- Pupils work with a good range of different materials and are increasingly aware of their properties and usefulness for the task.
- Pupils draw up detailed specifications for their design ideas and use information sources effectively to research for information to assist them to develop their ideas.
- Plans are usually neatly drawn and appropriately labelled, and skills required to complete tasks are clearly identified.
- Pupils work well on making their products such as ‘ Moving Monsters’ and are aware of safety issues when using scissors to cut materials. They work with a reasonable degree of accuracy.
- Some pupils explain clearly and precisely how they made their illuminating hedgehogs and express opinions regarding the strengths and weaknesses of their finished products. They make good use of their knowledge of electrical circuits and switches.
- Older pupils have a good grasp of the specifications of their products and how they might achieve these. For example, when designing and making slippers, they note the need for comfort, fashion and safety. They evaluate their finished products and note any adaptations to the original design.

Shortcomings

- Some pupils have not developed the ability to effectively evaluate and suggest improvements to their finished products.

Information technology

Standards of achievement are unsatisfactory.

Good features

- Pupils make satisfactory progress in their word processing skills. Y3 pupils highlight text, copy and paste. By the end of the key stage, pupils use a variety of icons and menus to edit text.

- Y3 pupils are beginning to input data into a database program and Y5&6 pupils design their own survey sheet to complete.
- Pupils across the school are beginning to develop an understanding of how the computer can be used to simulate problems and provide solutions. Younger pupils select appropriate furniture for a bedroom and drag and drop graphics onto a 3D bedroom plan. Older pupils show greater control in their use of the mouse and select suitable furniture according to a set budget.
- Older pupils use CD ROMs to access information and, with assistance, copy text into a word processing application. They are beginning to use a digital camera to record their investigative work, and import images into text.

Shortcomings

- Because of their limited experience in using ICT hardware and software, many pupils' keyboard and manipulative skills do not develop to proficiency.
- Pupils lack confidence in working independently with a variety of applications. For example, Y3 pupils do not save and retrieve their own files, Y5 pupils lack confidence in changing font type and size, and are unfamiliar with the use of clip art.
- Pupils do not use the internet to access information or use e-mail to communicate with others.

History

Standards of achievement are satisfactory.

Good features

- Pupils across the key stage show appropriate knowledge of the periods which they have studied.
- Y3 pupils are able to relate relevant and interesting information concerning the way of life of the Iron Age Celts and they begin to suggest a reason why the Romans invaded Britain and why Boudicca fought against them. They also make comparisons between Celtic and Roman ways of life and give a reason why the Romans proved successful in their wars with the Celts.
- As part of their study on 'Roots to Torfaen', pupils studied old and 'precious' artefacts. They develop an understanding of time and the concept of age and begin to use appropriate historical terminology to describe these artefacts.
- Y4 pupils talk enthusiastically about life in Stuart Britain, and about some of the major events. They have a good knowledge of life in a seventeenth century manor house and make simple comparisons with the lives of poorer people of the time.

- Y5 pupils identify clues in extracts from school logbooks and attendance registers to establish whether children were evacuated to the local area during World War Two. Some able pupils also successfully use older family members to ask and answer questions about life in World War Two.
- Y6 pupils use reference books and CD-ROMs to gather information on the theme of ships through the ages, and make simple comparisons between ships of the Roman, Stuart and Victorian periods. Through fieldwork at the local canal, they begin to appreciate how things change over time.

Shortcomings

- Pupils do not progressively develop a widening knowledge and understanding of people and events in Welsh history.
- Pupils' abilities to work critically with an increasing range of evidence is limited, as is their ability to understand how interpretations of history are created.
- Older pupils' abilities to use a wider vocabulary of time or to readily sequence historical periods are limited.

Geography

Standards of achievement are unsatisfactory.

Good features

- Pupils are able to progressively move from locating features on a map or plan, from simple alpha-numeric co-ordinates to four figure grid references. They know the cardinal points of the compass and can use these to describe where places are located.
- Pupils make satisfactory progress in developing the skills of collecting and recording information in the field through, for example, investigations into the amount of litter on the school grounds.
- Younger pupils develop a satisfactory knowledge of features within their own locality and make simple contrasts with life in a village in India. In the process they begin to develop a good awareness of environmental issues and understand how humans can affect their environment.
- Older pupils can identify some of the major rivers of Wales and begin to use a range of appropriate vocabulary to describe physical process related to them.

Shortcomings

- Pupils do not progressively develop a more detailed knowledge and understanding of their own locality and other localities. Their knowledge and understanding of a contrasting locality in Wales, the United Kingdom or the European Union is poor.

- They have an insecure knowledge of locations within Wales and how they are linked to each other.
- Pupils show a limited awareness of a range of maps of real places at a variety of scales.

Art

Standards of achievement are satisfactory.

Good features

- Pupils in all classes use sketchbooks and to record their ideas from observation with a satisfactory degree of control. The ablest pupils produce work of a good standard. For example, Y3 pupils produce good detailed observational drawings of ‘precious things’, such as a miner’s lamp. These show good control of line and careful and accurate shading to produce different tones.
- Pupils progressively develop a knowledge of colour mixing and begin to apply colour expressively, for example, younger pupils in their work on seasons to create paintings which begin to express mood in their choice of colour.
- Work linked to studies in history provides pupils with a context for investigation. For example, pupils have investigated Celtic design and reproduced pattern work using pasta and gold paint to produce raised design features. In their work on the Stuarts, pupils have investigated and created detailed pictures and collages of portraits and have used a visit to a seventeenth century manor house to investigate textile patterns.
- Pupils are beginning to develop their skills in using clay to design and make such articles as candle holders for Divali.

Shortcomings

- The application of the drawing skills of line and tone are less developed among older pupils, where there is less emphasis placed on the required techniques.
- Pupils knowledge of the work, and their ability to investigate and experiment in the style of, established artists, including Welsh artists, are limited.
- Pupils’ skills in 3D work is less well developed than in 2D.

Music

Standards of achievement are good.

Good features

- Pupils throughout the school sing tunefully, with good pronunciation and expression. This is particularly evident during morning assemblies.

- Many pupils demonstrate a very good sense of rhythm in their lessons and in particular during the African drumming sessions and performances.
- Younger pupils work well on composing sounds to accompany transport pictures. They explore and use a good range of sound sources and become familiar with terms such as crescendo and decrescendo. They skilfully organise their sounds to create the appropriate mood and evaluate and improve their compositions with the teacher's assistance.
- Older pupils show good skills in listening to and evaluating music by well-known composers such as Mozart. They demonstrate a good understanding of the elements within the music and can describe the mood and tempo. They have a good understanding of the value of notes and can use their knowledge to compose simple rhythm patterns.
- Pupils evaluate and improve their own singing performances during their lessons.

Shortcomings

There are no major shortcomings.

Physical education

Standards of achievement are good.

Good features

- Pupils wear appropriate clothing and footwear for different physical activities. They have a good awareness of issues related to health and safety.
- Pupils demonstrate good control, tension and shape in their movements and balances during gymnastics lessons. Individual pupils confidently produce a short series of linked actions and move smoothly from one to the other.
- Pupils take responsibility for setting out gymnastics apparatus and readily transfer their floor movements to apparatus work
- Pupils are making satisfactory progress in their swimming lessons and more able swimmers are developing effective and efficient strokes on the front and back. Less able swimmers are responding well and developing increasing confidence during their lessons.
- During athletics activities, pupils show good balance when jumping and landing in different ways. They show a good awareness of basic techniques in running and they evaluate and improve their performances effectively with the help of the teacher.
- A significant number of pupils show good ball skills and apply these to small-sided games situations.

Shortcomings

There are no major shortcomings.

Religious education

Standards of achievement are good overall.

Good features

- Pupils show good knowledge and awareness of the importance of the Bible to Christians. They relate to the content of the Bible and recognise the difference between the Old and New Testaments.
- Most pupils know a number of Biblical stories well and are able to explain the significance of parables such as the Parable of the Sower. They have a good awareness and understanding of the meaning of the main Christian festivals.
- Pupils show an increasing awareness of religions in the school's locality through their studies and questioning of visiting speakers. For example, they listen attentively and gain insight into the life and work of a practising Christian through questioning a visiting representative from a local church.
- Pupils are gaining an increasing knowledge of a number of world religions and are beginning to understand the key features of worship in a range of non-Christian traditions.
- Older pupils show a good knowledge of Islam. They identify some of the distinctive features of the Muslim faith and make comparisons with the Christian faith. They discuss and form thoughtful views on the nature of faith, showing appropriate respect for different viewpoints.
- Recorded work shows that many have some knowledge and understanding of Hinduism and Sikhism and recall some of the stories related to these religions.

Shortcomings

- Pupils have yet to develop the ability to convey their understanding of different religions and express viewpoints in their recorded work.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in September 1997 and the inspection report recorded that the school needed to:

1. Amend the SDP to provide further detail of how the stated priorities of improvement of standards in English and mathematics are to be attained.
2. Extend strategies for the management of unsatisfactory behaviour in Y3.
3. Provide further challenge for more able pupils.
4. Continue to develop and refine strategies to provide additional individual support for pupils with SEN.
5. Ensure that danger from specific hazards arising from the nature of the open site are minimised.

The school has addressed these issues as follows:

- 1 The SDP is a detailed and useful document that includes evaluation reports of previous plans, the school's long-term strategic overview and specific short-term priorities. The action plans for current priorities include aims, detailed actions to be taken, success criteria including targets, identification of funding for resources, procedures for monitoring and evaluation, and realistic timescales.
- 2 Improving behaviour is a major priority in the SDP. All staff and lunchtime supervisors have undertaken training in assertive discipline strategies and a trained counsellor has worked with Y3/4 children on developing playground games. There are instances of unsatisfactory behaviour in a number of classes, but these are for the most part effectively dealt with. The headteacher's log of incidents maintained since September 2002 indicates progress in the behaviour of pupils.
- 3 Teachers still do not plan sufficiently to provide appropriate challenge for more able pupils.
- 4 Overall provision of LSAs funded jointly by the LEA and the school has a positive impact. A system is now in place for supporting these pupils. IEPs now have specific, focused short term targets which are regularly reviewed.
- 5 Since the last inspection, little progress has been made in terms of the health and safety issues identified in relation to the open access to the school grounds. Issues of security still continue, although plans exist to begin work in the future.

8.2 Key issues for action

The school needs to:

1. raise standards of achievements in IT and geography and address the shortcomings identified in other subject areas; *
2. continue to develop strategies for improving the behaviour of individual pupils; *

3. build on the good self-evaluation procedures already established by ensuring that curriculum leaders monitor and evaluate standards in all subjects; *
4. improve assessment in the foundation subjects;
5. extend opportunities for pupils to use the key skills of writing and ICT across the curriculum so as to raise standards in these aspects of pupils' work;
6. address the two outstanding key issues that were identified in the previous inspection namely; to provide further challenge for more able pupils, and ensure that danger from specific hazards arising from the nature of the open site are minimised.

*** already identified by the school and included in the SDP**

Acknowledgement

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

APPENDIX

A. Basic information about the school

Name of School	Fairwater Junior
School type	Community
Age -range of pupils	7-11
Address of school	Blenheim Road St Dials Fairwater Cwmbran
Post-Code	NP44 4SZ
Telephone Number	01633 484655

Headteacher	Mrs A.E. Roberts
Date of appointment	1 st September 2002
Chair of Governors/ Appropriate Authority	Mr P. Jackson
Registered Inspector	Mr J Evans
Dates of inspection	9 th – 13 th June 2003

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	0	0	0	0	80	58	64	61	263

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	0	10

Staffing information	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	26:1
Average class size, excluding nursery and special classes	29
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to the inspection					
	N	R	KS1	KS2	Whole School
Term 1	0	0	0	92.08	92.08
Term 2	0	0	0	90.26	90.26
Term 3	0	0	0	92.5	92.5

Percentage of pupils entitled to free school meals	40
Number of pupils excluded during 12 months prior to inspection	10

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002			Number of pupils in Y6: 63							
Percentage of pupils at each level										
			N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	8	21	46	25	0
		National	0	0	1	6	17	46	30	0
	Test/Task	School	4	0	0	6	17	44	27	0
		National	1	0	0	5	12	41	38	0
Mathematics	Teacher assessment	School	0	0	0	6	36	42	16	0
		National	0	0	1	4	19	47	28	0
	Test/Task	School	3	0	0	7	44	38	8	0
		National	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	2	21	60	17	0
		National	0	0	0	2	13	50	33	0
	Test/Task	School	0	0	0	3	21	59	17	0
		National	2	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	55.6%	In the school:	42.9%
In Wales:	70%	In Wales:	68%

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

D. Evidence base of the inspection

- Three inspectors spent a total of 11 inspector days in the school and 55 lessons were observed.
- Responses from 20 parents' questionnaires were analysed.
- Pre-inspection meetings were held with the governing body and with parents.
- A range of pupils' written work was examined by the inspectors and discussed with pupils.
- Subject schemes of work, school policy documents and other written evidence were analysed and discussed with the headteacher and staff..
- A representative sample of pupils from every class were heard reading in a variety of contexts.
- The inspectors held a meeting with staff and governors at the end of the inspection to report the results of the inspection.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr J Evans Registered Inspector	English Science Information technology History Geography Art	Context; Main findings; Standards achieved in subjects and areas of learning; Attendance; Teaching; Curriculum; Leadership and efficiency; Staffing, accommodation and learning resources; Progress since last inspection; Key issues for action
Mr C.B. Brentnall Lay Inspector		Pupils' spiritual, moral, social and cultural development; Behaviour and attitudes; Partnership with parents and community, schools and other institutions; Partnership with industry
Mr R. Griffiths Team Inspector	Mathematics Welsh second language Design and technology Music Physical education Religious education	Standards achieved in key skills across the curriculum; Assessment, recording and reporting; Support, guidance and pupils' welfare; Provision for pupils with special educational needs; Quality of self-evaluation and planning for improvement.