

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

**Gaer Junior School  
Gaer Road,  
Newport  
NP9 3GY**

**School Number: 6802013**

**Date of Inspection: 13 February 2006**

**by**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
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- \* LEAs;
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- \* work-based learning;
- \* careers companies; and
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Gaer Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Gaer Junior School took place between 13/02/06 and 16/02/06. An independent team of inspectors, led by Peter Mathias 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:

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Gaer Junior School with 218 pupils on roll aged from seven to 11 years is situated on the western side of the City of Newport. The school, which was opened in 1950, is a listed building with commanding views over the local area. It shares a spacious site with the Gaer Infants School.
2. Recently there has been a history of falling rolls. There are seven mainstream classes and two learning support classes. These two classes provide facilities for a maximum of 20 pupils many of whom travel some distance to school.
3. The school reports that nearly all pupils transfer from the nearby infant school. Pupils on entry are considered to have a normal spread of ability. The school reports that most pupils come from homes, which are neither socially nor economically advantaged or disadvantaged. A small proportion of pupils come from homes which are outside the local area.
4. About 21% of pupils are considered eligible for free school meals. This is just below the Unitary Authority (UA) average of 23.7% and above the all Wales average of 18.8%. About 17% of pupils are considered to have some degree of special educational needs (SEN) for a variety of learning difficulties. A further 26 pupils have statements of SEN most of which refer to moderate learning difficulties or emotional and behavioural difficulties. Overall this is an above average figure. Nearly all pupils are from English speaking homes. No pupil has Welsh as a first language. A small minority of pupils come from a range of different racial groups. There are seven looked after pupils on roll. The aims of the school expressed in its mission statement are to encourage the school to grow together as a community for the benefit of all.
5. The school holds the Basic Skills Quality Mark (2004) and Eco School Status (2001/2003/2005). The school was last inspected in 2000.

### The school's priorities and targets

6. The school's major priorities and targets for 2005/2007 include:-
  - to raise standards in English, mathematics and science;
  - to review policies and schemes of work in a wide range of subjects;
  - to complete collections of pupils' work to indicate the standards expected in mathematics;
  - to review provision for SEN pupils; and
  - to refurbish and redecorate some areas of the school.

## Summary

7. Gaer Junior School provides a caring environment where all pupils are valued and included in all aspects of its life. It has made steady progress since its last inspection.
8. The inspection team agrees with the judgements made by the school about the standards pupils achieve and with five out of the other six Key Questions. In one of the remaining Key Questions, the inspection team awarded a higher grade. The school has underestimated the quality of teaching, training and assessment in the school.

### 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?	2
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

### Standards

- 9 Standards of achievement in the lessons seen are above the Welsh Assembly Government (WAG) all Wales target of 95% of standards to be at least Grade 3 or better.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	50%	33%	2%	0%

### Subjects

Subjects	Key Stage 2
English	2
Mathematics	2
Science	1
Information technology	2
History	2
Physical education	2

10. Overall, pupils' development of key skills is Grade 3 (good features outweigh shortcomings). In key stage (KS) 2, pupils' standards in the key skills of speaking, listening and reading in English are Grade 2 (good features and no important shortcomings). In Welsh, standards in the key skills of speaking, listening, reading and writing are Grade 3. However, in listening standards are

Grade 2. In writing in English, pupils write well in a range of different styles and for different purposes. However, their handwriting and presentational skills are not always of a sufficiently high standard. Pupils use their numeracy skills well across the key stage. Pupils use their information and communications technology skills (ICT) well for finding out information and to conduct tests in science. However, these skills are less well developed in other areas.

11. Pupils' problem solving skills are well developed in science and history but under-used in other subjects, particularly in mathematics. Pupils have limited skills in using incidental Welsh in classes and in the general life of the school. Pupils achieve well in their personal and social skills; they work together willingly. Pupil's creative skills have some strengths but also some shortcomings. Pupils' understanding of what they need to do to improve their learning and performance is inconsistent across the school.
12. Starting from an average base in the end of KS2 national assessments for eleven year olds in 2005, the percentage reaching at least the expected level (Level 4) in English, mathematics and science was below the national and local averages. When compared to schools considered broadly similar, these results were just below 50% of those similar schools. In these tests in 2005, girls and boys achieved broadly the same in English and mathematics. In science, boys out performed girls. Since 2002, standards in these tests have risen steadily. In 2002/2004 results were a little better than 50% of these similar schools.
13. Pupils, including those with SEN achieved well in their personal, social and learning skills. They are often well motivated and work hard. They behave responsibly and show respect for adults. However, occasionally in some circumstances some pupils do not give of their best or co-operate willingly with each other and their teachers.
14. Levels of attendance at 91% are below the 95% expected.

### **The quality of education and training**

14. In the lessons observed the quality of teaching and learning was judged: -

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
15%	50%	33%	2%	0%

15. The percentage of Grade 1, Grade 2 and Grade 3 lessons is just above the WAG all Wales target of 95% of lessons to be Grade 3 or better. The percentage of Grade 1 and Grade 2 lessons is above the national target of 50% of lessons to be in these categories.
16. Across the school in KS2 in the best lessons, outstanding features include:-
  - very careful planning and organisation of resources and equipment;
  - the teachers set very clear objectives which are shared enthusiastically with the pupils;
  - the teachers have very strong subject knowledge and teach in lively and stimulating ways;
  - teachers use positive encouragement to remind pupils of what is expected of them and of the need to follow the class rules; and

- teachers question very cleverly to encourage pupils to think logically and to work things out for themselves.
17. Where teaching has some shortcomings these include:-
- a lack of pace and purpose;
  - the teachers fail to make the topic of the lesson sufficiently interesting to hold pupils' attention;
  - the teachers do not demonstrate clearly what is expected of pupils and they are prepared to accept second best; and
  - opportunities are missed to encourage pupils to evaluate their own work.
18. Arrangements to assess pupils' work in the longer term in English, mathematics and science are extensive and are carried out regularly. They help teachers to judge if individual pupils are making the appropriate progress. The school meets all statutory requirements in its assessment procedures. However, the school does not make best use of the information it collects to identify and set shorter-term targets for individuals and groups of pupils to achieve. There is a lack of whole-school procedures to review pupils' progress to these targets. The school does not have in place collections of pupils' work in all subjects to identify the standards pupils should achieve in these subjects year on year.
19. The curriculum is well organised and is broad and balanced. It meets legal requirements and meets the needs of all pupils, including those pupils with SEN. A particularly strong feature is the extensive provision in a variety of ways for extra curricular activities. There are some good links with the world of work, for example through the long secondment of one of the teaching staff to Welsh Water, Dwr Cymru. However, overall there are limited opportunities for pupils to raise their understanding of the world of work and to develop their entrepreneurial skills.
20. The provision made for raising pupils' awareness of sustainable development within the curriculum is a strength. It is reflected in the numerous awards won by the school in this aspect of its work.
21. Arrangements to promote pupils' personal development including their spiritual, moral, social and cultural development have some strengths but also some weaknesses. Pupils' social development is good as is their cultural development. Provision for *Y Cwricwlwm Cymreig* is good in religious education, history and geography. Provision for spiritual development is under emphasised. There are limited opportunities for reflection and for pupils to appreciate the spiritual dimension to life, both in assemblies and in lessons. Acts of collective worship meet legal requirements.
22. The school has well established and effective arrangements to ensure that all learners are well cared for guided and supported. Arrangements for pupils with SEN are good. Teachers are particularly concerned and take considerable care to diagnose the needs of individual pupils. There are very strong links with other schools. Arrangements to monitor pupils' attendance meet statutory requirements. However the school does not use its computerised system for monitoring attendance efficiently.

## **Leadership and management**

23. The quality of leadership and management has some good features but also some shortcomings.
24. The headteacher successfully promotes a considerate and caring ethos. All pupils are made to feel valued and are encouraged to play their full part in the school community. All staff share this commitment.
25. The headteacher has very successfully developed close links with the local community and overseen and supported the school's significant achievements in developing pupils' involvement in and awareness of ecological and environmental issues. There are well-established procedures in place for the headteacher to visit classes on a formal basis to review the quality of teaching and learning at first hand. Recently these opportunities have been extended to some co-ordinators. However, co-ordinators continue to play a limited role in determining the future needs of the school and in helping to raise standards further. This was identified as a weakness at the time of the last inspection and it remains so. While individual co-ordinators work hard, the school lacks mechanisms to engage all staff in identifying and developing the examples of very good practice in teaching and learning across the school. The role of the deputy headteacher is under-developed in helping in this process and in linking teachers' professional development to the needs of the school.
26. There are thorough procedures in place to assess pupils' progress in the longer term and to set realistic and challenging targets for groups of pupils to achieve in the national assessments for eleven year olds. However, this information is not well used to set short-term achievable targets for individuals and groups of pupils to enable them to appreciate the small steps they need to take to improve achievement.
27. The governing body is actively involved in the life of the school. The relatively newly appointed chair of governors is well informed. Governors have a clear understanding of their roles and contribute well to making decisions about the long-term needs of the school. They are kept up to date about the progress the school is making towards the targets it is setting for itself. The governing body meets its legal requirements in full.
28. The quality of self-evaluation has good features which outweigh its shortcomings. The school makes good use of the information it has about the performance of pupils in the national assessments for eleven year olds and other reliable tests to show longer-term trends and patterns in pupils' progress, which are shared with governors.
29. However, the school lacks structures to develop a strong commitment from all staff to engage in a dialogue about where there are strengths and weaknesses in the school. Teachers are insufficiently involved in contributing to and following up issues. The school development plan (SDP) is carefully constructed but does not relate closely enough to the school's self-evaluation. Some of the most pressing needs of the school are not addressed, for example to spread the outstanding practice in some areas of the school and to develop teachers' confidence to evaluate the school's needs frankly and to work cohesively to raise standards further.

30. Generally the grades given by the school in its self-evaluation are accurate. However, the school underestimated the overall quality of its teaching.
31. There are a sufficient number of teachers who are suitably qualified. A good level of support staff make a substantial contribution to pupils' learning especially for SEN pupils. Resources in English, mathematics and science are good. In other subjects they are adequate. Good use is made of the computer suite. However, an insufficient quantity of computers in other areas limits the use of information technology across the curriculum. Resources for SEN pupils are limited. The workforce agreement has been well implemented and there is effective use of arrangements for teachers to have time within the school week to plan, prepare and assess.
32. The accommodation is spacious. A feature of the internal areas and classrooms are the colourful and informative displays of pupils' work. The grounds are extensive and contain very stimulating and well-planned areas to promote pupils' involvement and understanding of environmental and ecological issues.
33. Since the last inspection, the school has made some significant progress in addressing some, but not all of the Key Issues of that inspection. However, shortcomings in the roles of curriculum co-ordinators and the related development of whole-school policies and practices remain areas for improvement. Overall, bearing in mind the standards of achievement of many pupils by the age of eleven, often from average starting points, the good quality of teaching and the strengths and shortcomings in the leadership of the school, the school gives sound value for money.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:-

- R1 Raise standards in key skills by reviewing and extending the existing policy and scheme of work so that there are clear statements of when and where key skills are to be developed in each subject in each year.
- R2 Strengthen the school's management structures to: -
  - enable all co-ordinators to visit classes on a planned basis to –
    - a. evaluate the quality of teaching and learning and the successful initiatives they are pursuing;
    - b. follow up these evaluations with clear whole-school action plans and professional development arrangements to address any shortcomings and involve all teachers in this process;
    - c. put in place arrangements to identify and share more effectively the good practice, particularly in English, mathematics and science, and
    - d. ensure that the senior management team is closely involved in reviewing progress to these objectives.

- R3 Complete the process of compiling collections of pupils' work to indicate the standards pupils should achieve year on year in each subject and broaden pupils' experience of the world of work.
- R4 Use the information the school is collecting through its assessment procedures to set shorter-term achievable targets for individuals and groups of pupils and review pupils' progress towards these targets.
- R5 Take steps to strengthen the provision for pupils to develop an awareness of the spiritual dimension and the importance of reflection both in assemblies and in lessons.
- R6 Make more effective use of the school's computerised attendance systems to monitor attendance data regularly and to take effective action to raise attendance levels further.

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

34. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report. Pupils' standards of achievement in the lessons seen are as follows:-

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	10%	62%	26%	2%	0%

35. Pupils' standards of achievement are just above the WAG all Wales target for 95% of standards to be at least Grade 3 and well above the expectation that 50% of standards should be Grade 2 or better. The majority of lessons where high achievement was found were in Y3 and Y4.
36. Attainment of entry to the school at age seven indicates that the majority of pupils reach at least the expected standards for pupils of this age.
37. In KS2 in the subjects inspected standards are as follows:-

Subject	Key Stage 2
English	2
Mathematics	2
Science	1
History	2
Information technology	2
Physical education	2

38. Pupils with SEN including those in the special classes achieve well and make at least the progress it would be reasonable to expect of them.
39. In the KS2 national assessments for 11 year olds in 2005, the percentage of pupils at least reaching the expected level (Level 4) in English was below the UA average and the all Wales average. The same was true for mathematics and science and the proportion of pupils reaching the higher level (Level 5) in all three subjects. When these results are combined, the school's results were below most schools locally and nationally. When the school's results in 2005 are compared to schools in the UA with a similar proportion of pupils considered to be entitled to free school meals, these results were just below 50% of these similar schools. In these tests in 2005, girls and boys achieved broadly the same in English and mathematics. In science, boys performed better than girls in these assessments. When these results are considered without the inclusion of pupils from the SEN classes, these results were just above 50% of schools considered to have a broadly similar proportion of pupils entitled to free school meals.
40. Since 2002 standards have risen. In the period 2002/2004 standards were better than 50% of similar schools. In 2005 the school met the realistic targets set for it by the UA.
41. Overall, pupils' development of key skills is Grade 3 (good features outweigh shortcomings). In KS2, standards and progress in the key skills of speaking and listening, reading and writing in English are Grade 2. In communication in Welsh standards in progress in speaking, reading and writing are Grade 3. Pupils however listen well. In the key skills of writing in English across the curriculum pupils write well in a range of different styles and for different purposes. However, pupils' presentational skills are underdeveloped and they do not consistently show high standards in handwriting.
42. Pupils use their numeracy skills well across the key stage, for example in measuring in science, geography, design technology, information technology and physical education. Pupils use information technology in some situations well, for example in finding out information in history and in testing and experimenting in science. However, these opportunities rarely occur and pupils' abilities are under-developed in using information technology to create documents, to draft, edit and match text and photographs or to set up and amend files and to interpret data in a variety of ways.
43. Pupils' problem solving skills are well developed in science and history. However, there are few opportunities in other subjects particularly in mathematics. Pupils have limited skills in using incidental Welsh in lessons and in the general life of the school. They have a good understanding of their Welsh heritage. Pupils' personal and social skills are a strong feature. Pupils work together willingly. Nearly all are supportive and tolerant of each other.
44. Across the school, pupils' creative skills have some strengths but also some shortcomings. In many subjects opportunities to develop and extend pupils' creative skills are under-developed, for example in evaluating pupils' efforts in music and in art. Pupils' awareness of what they need to do to improve their learning and performance is mixed and has some shortcomings. In some classes pupils have a good idea of how they are progressing and what they

need to do to improve. This is not consistent in all classes and few pupils know what they need to do to improve in the shorter term.

45. Generally pupils achieve well in personal, social and learning skills; they are often well motivated and work hard in lessons. Nearly all pupils including those with SEN wish to please their teachers. They are interested in their work and maintain good levels of concentration, particularly in lessons where the teaching is of a high standard.
46. Pupils' behaviour is on the whole positive. Many pupils are polite and courteous when talking to adults and visitors to the school. Generally, pupils encourage and support each other well. However in some instances a small number of pupils do not wish to give of their best and to co-operate willingly with each other and with their teachers. Their behaviour occasionally has a negative impact on the progress made in a few lessons.
47. Pupils' attendance is below the WAG target with average attendance for the last three terms 91% which is short of the target of 95%. Registers are marked manually and the data is then placed on the computer, usually at the end of the week. Registration is administered and recorded effectively and meets statutory requirements. Clear guidance is provided for everyone on the procedures to follow in the event of unexpected absence. Good working arrangements exist with the school's education welfare officer (EWO) in relation to pupils whose attendance is a cause for concern. The vast majority of pupils are punctual at the start of the school day.
48. Pupils display a very good awareness of equal opportunities and diversity in society. In addition to messages in assemblies and the personal and social education programme an outstanding feature is the excellent display and statement of intent in the school foyer, which promotes equality, respect for the diversity of beliefs, attitudes and cultural traditions within society.
49. Pupils participate in a range of activities within the community. However opportunities for participation in, or achieving, greater awareness of the world of work are limited and under-developed.

## **The quality of education and training**

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

#### **Grade 2: Good features and no important shortcomings**

50. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report. The school underestimated its performance in this area.

51. In the lessons observed the quality of teaching was judged as follows:-

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
15%	50%	33%	2%	0%

52. The percentage of good lessons is just above the WAG all Wales target of 95% of lessons to be Grade 3 or better. The percentage of Grade 1 and Grade 2 lessons is above the national target of 50% of lessons to be in these categories.

53. Particular strengths in the teaching are in Y3 and in the teaching of science across the school, where there are some outstanding features. In the best lessons teachers plan very carefully to ensure that resources and equipment are readily to hand. The objectives of the lessons are made very clear and pupils are very much aware of what is expected of them. Teachers show very strong subject knowledge, for example about how to conduct a scientific test methodically. They are very aware of how best to teach the subject to make it come to life and to hold the pupils' interest and enthusiasm. For example, in an English lesson the teacher disassembled a humorous poem to identify why it makes the reader smile. Pupils are encouraged very effectively to look for similar patterns in other poems of the same type. The teacher reminds pupils in a positive way of what the school rules are and dramatically encourages pupils to follow them. Teachers use incidental Welsh regularly and competently throughout the lessons encouraging pupils to respond appropriately. In some subjects, for example in physical education and science, the teachers demonstrate very well and set high standards for pupils to emulate. Teachers praise and encourage their pupils very warmly and as a result the pupils try very hard to please their teachers.
54. Teachers question very cleverly to encourage pupils to think logically and to work things out for themselves, for example when looking at different circuits in science.
55. Where teaching has some shortcomings the lessons lack a real sense of pace and purpose. Pupils are not sufficiently stimulated at the beginning of lessons because insufficient attention is given to explaining what are the objectives of the lesson. The teachers do not demonstrate clearly what is expected and are happy to accept second best. They miss opportunities to encourage pupils to evaluate their work for themselves and to use incidental Welsh.
56. Generally pupils with SEN are well supported and teachers make very good use of their assistants to help these pupils work effectively together and with pupils in mainstream classes. Teachers show a very well developed understanding of individual needs. They provide a calm and reassuring atmosphere when helping them with their difficulties.
57. The school has extensive assessment arrangements to look at how pupils build on what they already know and can do in English, mathematics and science. These assessments are carried out regularly and are effectively used to identify whether individual pupils are likely to meet the standards it would be reasonable to expect of them by the age of eleven. The school meets all statutory requirements in its assessment procedures. However, the school does not make best use of the information it records to identify and set shorter-term targets for individuals and groups of pupils to achieve. The school lacks agreed whole school procedures for this to occur and also to review pupils' progress towards these targets. In addition, while there are collections of pupils' work in some subjects to indicate the standards pupils should achieve year on year, most subjects lack these indicators of what teachers should expect of their pupils. The arrangements to judge what standards to aim for in each year group are inconsistent and over-reliant on individual teachers' experience and judgement.

### **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**

58. The findings of the inspection team match the school's judgement in the self-evaluation report.
59. Curricular provision across the school is broad and balanced and provides interesting experiences for the pupils. Policies and schemes of work for the National Curriculum (NA) and religious education in KS2 conform to statutory requirements. A number of them have been recently revised and others are in the process of being refined further to meet the recommendations of UA advisers.
60. Long term and medium term planning is thorough, flexible and ensures that pupils are able to build systematically on what they already know and can do.
61. Provision for meeting the needs of pupils with SEN in the main stream is good, and a good working relationship between class teachers and specialist teachers ensures effective learning. Planning and progress tracking in the special classes are very good. Although planning includes elements of challenge in the work of some classes, provision for the most able is not an integral part of short term planning across the key stage. Boys and girls have equal opportunities in every aspect of the curriculum.
62. Planning for key skills in the long, medium and short term is not sufficiently well developed to ensure that there is effective balance and that these skills are developed systematically. Provision for numeracy and IT is inconsistent. There is insufficient planning to develop pupils' bilingual skills.
63. The wide range of extra-curricular activities provided by the school includes sports such as rugby, soccer and netball, a computer club, and arts' activities such as choir, orchestra, and after school art, gym and dance clubs. The Young Environmentalists' Club and Young Citizen's Club effectively enhance and extend the pupils' experience of the school curriculum.
64. Local clergy and education police officers' visits enrich and extend pupils' curricular experience, and pupils make a number of outside visits, including Cardiff Bay, museums and theatres, and churches in the local area.
65. Social development is good. Provision of personal and social education is successfully integrated into the curriculum through the use of discussion time. Pupils' awareness of citizenship is well developed through the school council as well as the Young Citizen's Club. Elections for the school council are used to teach pupils about election procedures, and its members take very seriously their responsibility to represent their fellow pupils, in discussing relevant school issues. Older pupils are encouraged to help with lunchtime clubs in the infant school.
66. School assemblies and the ethos of the school promote pupils' moral development effectively. Provision for spiritual development is less evident, and limited opportunities for reflection or for listening to music, fail to create a spiritual atmosphere in assemblies. However, acts of collective worship do meet statutory requirements.

67. Pupils' cultural development is good. They have the opportunity to study their own and other cultures through religious education, history and geography. Provision for the Y Cwricwlwm Cymreig is included in schemes of work, but evidence in short term planning and in the display of pupils' work is limited.
68. Relationships with parents are good. The Parent Teachers and Friends Association (PTFA) collects a substantial amount of money annually, and the home-school agreement is in place. A small number of parents help regularly in school, and an open door policy is complemented by three annual open evenings for parents to discuss their child's progress.
69. Partnerships with Gaer Infants School and Duffryn Comprehensive School are good. Extensive transition arrangements include visits for staff and pupils, and curricular links. The school benefits from the provision of work experience placements for pupils from local comprehensive schools and colleges, and of student placements as a result of its partnership with The University College of Wales Newport (UCWN).
70. Links with the local community are good. The school has represented it in the Wales in Bloom competition, and the school's choir and orchestra have performed in local senior citizens' homes.
71. There are good links with parents, the community, other schools, voluntary agencies and local organisations, which enhance pupils' education.
72. The majority of parents and carers are supportive and enjoy a good relationship with the school. Parents and carers receive a school brochure; regular newsletters and some classes inform parents and carers of termly class activity and work their children will be undertaking.
73. The responses in the pre-inspection parental questionnaires and the parents' meeting expressed high satisfaction with the standards achieved by their children and the values promoted by the school.
74. The partnership arrangements with the community are good. There are examples of the school choir and orchestra performing at some events in the community and the city. Also the school participates in the Wales in Bloom competition. Generous contributions to charitable organisations demonstrate pupils' concern for those less fortunate than themselves.
75. Pupils benefit from some work-related activities most notably the Crucial Crew project for Y6 pupils which involves experiencing activities in six work stations such as fire protection, dangers of building sites and railway safety. There are one or two good examples of teachers having been seconded to Welsh Water, one for a year, with considerable benefit to the pupils and the school. In addition the visits made by the police, fire service, nurse, voluntary groups and others contribute towards pupils' learning and understanding of world of work activity.
76. Overall, however, pupils and staff have little opportunity to raise their understanding and experience of the world of work or for learners to develop their entrepreneurial skills.
77. Very good efforts are made by the school through the personal and educational programme, school council and a wide range of charitable fund raising events to raise pupils' awareness of social disadvantage issues and ensuring equality

of access to school provision. There is a clear equal opportunities policy that deals with aspects of stereotyping and the policy is effectively implemented in many aspects of school life such as class work tasks, extra-curricular activities, community initiatives, performances and games.

78. An outstanding feature is the provision made for raising pupils' awareness of sustainable development. This is demonstrated in subject areas, topic related environmental visits, the display and recycling centre in the foyer and the work of the large eco-group. The school has won three awards for working towards a sustainable life style. It has planted a large woodland area and is currently developing a wildlife garden project. The school council also is beginning to develop initiatives to promote other environmental matters.
79. Themes within the personal, social and education programme and subjects such as history and geography, charity events and the activities of the school council make a good contribution towards enhancing pupils' understanding of global citizenship, third world matters and democracy. A notable feature is the work of the Gaer youth development worker with groups of Y6 pupils on a Young Citizens' programme.
80. The school's provision takes very good account of national priorities and initiatives, particularly in relation to equality of opportunity, tackling social disadvantage, diversity, disability, sustainable development, healthy eating and citizenship.

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

<b>Grade 2: Good features and no important shortcomings</b>
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81. The inspection team's findings match the school's judgement in its self-evaluation report.
82. Provision for pupils with SEN is good. Effective use is made of standardised tests to identify needs early. Pupils receive good support from class teachers, specialist teachers and support assistants to attain the targets set in individual education plans (IEPs). Literacy and numeracy 'catch up' programmes are in place to give additional help to pupils with SEN in the mainstream. These pupils make good progress in line with their abilities. Work and progress are reviewed regularly and consistently, and parents and relevant outside agencies are invited to the annual reviews of pupils with a statement of SEN.
83. The encouraging environment and level of staffing of the two special classes provide a positive learning ethos for SEN pupils from a wider catchment area. Good use is made of limited resources to ensure that pupils have access to a broad and balanced curriculum. Learning tasks are suitably differentiated to match a wide variety of needs, including autism, visual impairment, and learning difficulties. IEP's contain suitably small steps, to ensure good progress, and reviews are held bi-annually.
84. Support for these pupils from the service for the visually impaired is very good. External support for pupils with speech and language difficulties is inadequate.
85. Pupils with emotional and behavioural difficulties in the special classes receive very good support. Their IEPs contain behavioural targets and progress is recorded with detailed tracking records. In the special classes any disruptive

behaviour is well managed. Management of SEN pupils with behavioural difficulties in the mainstream is inconsistent across the key stage.

86. A range of information is provided for parents and carers, including the school prospectus, newsletters, reports on their child's progress and the Annual Governors' Report to Parents. The school meets the WAG guidelines in relation to the information provided for parents and carers. From time to time parents and carers are consulted on policy issues such as behaviour and discipline.
87. The partnership arrangements, shared vision and working practices in place with the partner infant school are outstanding features. The pastoral and academic transition arrangements between KS1 and KS2 are well planned and effective. Teachers from both schools share best practice and organise meetings on learning strategies; the liaison between the SENCOs' is strong and the staff often share training days. There are bridging units in English and mathematics with elements of joint planning in other subjects. The two schools share each other's facilities such as the amphitheatre, sports fields and woodland and nature areas. They also share the same vision in relation to sustainable development and support each other in community events. The after school club in the infant school is attended by junior school pupils.
88. There are well thought out and effectively organised systems to promote positive attitudes and to reward and encourage good behaviour. The monitoring of behaviour is effective. Where incidences of bullying or oppressive behaviour are drawn to the school's attention, immediate action is taken.
89. The school aspires to reach attendance levels of 95% and although monitoring arrangements of absences are well organised the computerised system is not used efficiently.
90. There is a good range of policies and guidelines to ensure the general safety, health and well being of pupils whilst attending school. There is a trained child protection officer and staff are aware of the procedures as outlined in the school's child protection policy. Teachers and support staff are fully aware of their responsibilities relating to the learners' safety and well being and carry these out well, ensuring a safe and pleasant environment. The school has recently embarked on the healthy school initiative but already has in place healthy eating practices.
91. Discussions with pupils and members of the school council confirm that they are very successfully encouraged to be aware of their own culture and those of others. They recognise and respect diversity in people's race; cultural and social backgrounds. Pupils are also aware that we live in a multi-faith society.

## **Leadership and management**

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

#### **Grade 3: Good features outweigh shortcomings**

92. Overall, the findings of the inspection team match the judgements by the school in its self-evaluation report.

93. The headteacher sets a considerate and caring tone to the school where there is a very positive commitment to include all pupils into the school community. Relationships between adults and pupils reflect the headteacher's concern that the school should be a positive and stable environment for all pupils. Teachers and their support assistants work willingly together to promote this ethos effectively.
94. There are well-established procedures for the headteacher to monitor standards and to evaluate teaching and learning. However, the continued limited role played by co-ordinators, which was a weakness at the time of the last inspection has a negative impact on the development of a clear sense of direction to the school's work. There are no consistently well organised and carefully managed arrangements for co-ordinators working with the senior management team to look at the impact of teaching and learning at first hand or to trace the progress of initiatives the school is pursuing. Co-ordinators, teachers and the senior management team do not work sufficiently closely together to identify the examples of very good practice, which are to be found in the school. They do not have the necessary structures in place to make these outstanding qualities consistent features in all classes. For example, the very good practice in the teaching of English in some parts of the school is not used efficiently as a model for other teachers to follow. There is no clear system in place to link the process of careful and continued self-evaluation to the school's arrangements for staff development. The role of the deputy headteacher in these processes is underdeveloped and as a result individual initiatives, for example in managing behaviour do not have the overall positive impact the efforts of individual teachers deserve.
95. Insufficient time is spent on developing in all staff a desire to determine jointly what the school does well and to work cohesively and constructively together to achieve these objectives.
96. The school takes careful note of WAG and local priorities, for example in developing links with local schools including the secondary school to which most pupils transfer. A particularly outstanding feature in this is the way in which the school has become very successfully and actively involved in promoting pupils' awareness of environmental and ecological issues. The school's notable success in winning Eco Status and in maintaining its high standards in this area is an outstanding achievement for those involved both in planning and in carrying out these initiatives. Links with the local community are also very well managed and the school takes a leading role in a range of initiatives to strengthen and to enrich community life around the school.
97. There are appropriate arrangements to collect and interpret data to judge the progress pupils are making year on year. The school uses a variety of reliable tests and assessments to achieve this. The overall targets set for the school in consultation with the UA are realistic and fairly reflect pupils' potential. However, insufficient use is made of the information the school collects to identify short-term achievable targets for individuals and groups of pupils to enable them to appreciate the short steps they need to take to achieve to achieve more.
98. There are well-established procedures in place to manage and improve the performance of individual teachers and to continue their professional

development. However, these are not sufficiently linked to the overall needs of the school. For example, priorities of the school and the training requirements to make these priorities possible are not closely matched together. There are very effective arrangements in place to help provide appropriate opportunities for teachers to have time during the taught week to plan, prepare and assess pupils' work. This time is well used.

99. The governing body is actively involved in the school. The newly appointed chair of governors provides a strong lead and was well aware of the longer-term needs of the school. Governors have a clear understanding of their roles and contribute well to judge the issues, which face the school. For example, the decision to allow one teacher to work in an industrial placement for a year has very significantly enriched and improved in the longer term the quality of teaching and learning in the school.
100. Governors are well informed by the professional staff of the progress the school is making towards the targets it is setting for itself. Governors carefully assess the school's performance in the national assessments for eleven year olds. There are good arrangements for governors to be involved in planning the school's budget. The school's budget is well managed by the governors' finance committee and by the professional staff. The governing body carefully reviews the impact of its spending decisions and ensures that it maintains its constructive yet questioning partnership with the professional staff. It meets all of its legal requirements in full.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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101. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
102. The headteacher is well informed about the performance of the school and the standards currently being achieved in the national assessments for eleven year olds. Co-ordinators in English, mathematics and science contribute individually to reviewing this information, which is well used to identify trends in performance. The governing body is kept up to date about the progress the school is making towards the targets set with the UA.
103. However, because of a lack of overall structure in joining together first hand observations from all co-ordinators, there is no whole school involvement in identifying, collating and assembling strategies to build on the school's strengths and to identify and improve areas of weakness. On the whole, while co-ordinators work hard to carry out their own evaluations from pupils' work and by informal discussion with teachers, these reviews are limited and subjective.
104. The school's self-evaluation document is carefully assembled and is based around discussions with staff, governors, parents and pupils. The report is broadly realistic but is not exclusively built around sufficient first hand evidence, for example about the quality of teaching and learning. The school lacks a well-

established culture of involving all staff at all levels in assessing outcomes and their performance frankly and openly.

105. Links between the school's self-evaluation document and the SDP are tenuous. There is no clear link between these two documents to identify the impact of the one upon the other or to relate them to the progress made by the school since its last inspection. The SDP is carefully constructed with detailed success criteria, costings, resource implications and identification of those involved. However, it does not impact sufficiently on the major needs of the school such as spreading the outstanding practice in some areas of the school and in raising standards further. Where actions have had a positive effect, these have generally been achieved through individual efforts rather than through a whole school commitment to achieve goals together.
106. The inspection team agrees with six out of the seven judgements made by the school when it assessed the seven key questions of the inspection. Where it disagrees was in one case because the school underestimated the quality of teaching, training and assessment going on in the school. The inspection team judged that the quality of teaching in some areas of the school had some outstanding features and that teaching overall was Grade 2.
107. The school has made some significant progress since the last inspection. Standards in most of the subjects inspected have improved or higher standards have been maintained. Tasks are now more closely matched to the different abilities of pupils. The quality of the teaching has improved. The school now teaches all subjects of the NC and religious education in full. However, shortcomings in the roles of curriculum co-ordinators and the related development of whole school policies and practices remain weaknesses and have not been fully addressed.

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

<b>Grade 2: Good features and no important shortcomings</b>
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108. The inspection team's findings match the school's judgement in its self-evaluation report.
109. There are a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum. A good level of support staff makes a substantial contribution to pupils' learning, especially to that of SEN pupils, though effective deployment in the classroom is inconsistent across the key stage.
110. Responsibilities for subjects and aspects are fairly shared between members of staff, though the roles of the subject co-ordinator are underdeveloped. Monitoring is confined to the scrutiny of pupils' books and the analysis of end of key stage data, and does not include the planned observation of lessons, and the sharing of good practice.
111. Significant investment has ensured a good level of resources in the core subjects and adequate resources in the foundation subjects. Resources for

SEN pupils in the special classes and in the mainstream are limited. Staff and pupils make effective use of resources.

112. Good use is made of the computer suite to raise pupils' standards in information technology. However, the confined space of the room, and intermittent technical problems with the Smartboard limit the number of pupils who can effectively access the computers. An insufficient number of computers in classrooms limit the use of information technology effectively across the curriculum.
113. The school building provides adequate accommodation for the number of pupils on roll. Good use is made of the hall for assemblies, physical education, school meals and after school clubs. The library and designated science room are used effectively to enhance pupils' learning. Standards of cleanliness in classrooms and public areas are good. Displays of pupils' work, which are of a high aesthetic standard and are informative, contribute to the ethos of the school.
114. The school grounds are pleasant and well maintained. Two play areas provide adequate space for play, and the nature reserve provides an excellent resource to enrich the science curriculum
115. There is a clear link between the priorities in the SDP and the allocation of resources. The school's budget is carefully managed. The monitoring of expenditure by the headteacher, who is well supported by the administrative officer, is regular and good. The finance committee and the governing body receive full reports and the school also receives good support from the UA link officer.
116. Teaching and support staff is effectively deployed. The workforce agreement has been well implemented and there is effective use of time set aside in the school week for teachers to plan, prepare and assess. Staff have a range of training opportunities. However the school does not ensure that its professional development programme and budget monitoring arrangements are well matched.
117. The close links with the Gaer Community First Partnership makes available to the school valuable additional staff and resources that make a very good contribution to the learning and experiences of the pupils and the supporting of staff.
118. Overall, the school provides sound value for money.

## **Standards achieved in subjects and areas of learning**

### **English**

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

##### **Good features**

119. The majority of pupils listen well in lessons, and answer questions clearly and confidently. They ask intelligent questions and contribute to discussions with enthusiasm. By the end of the key stage, most pupils can express their opinions, and explain their ideas in a mature way. A number of pupils with SEN

are making good progress in speaking and listening, because of the variety of strategies employed by teaching and support staff.

120. Pupils across the key stage read a variety of texts at a level appropriate to their age and ability. They read with considerable accuracy and with some expression, and have good decoding and self-correcting skills. They can describe a character and predict the possible development of the plot. They have good library skills, can locate reference books and use an index.
121. Throughout the key stage pupils develop an increasing awareness of grammar and punctuation conventions. They make good use of dictionaries to correct spelling.
122. Most pupils make good progress with handwriting skills, and can present their work clearly and neatly.
123. Pupils write well for a variety of purposes and for a variety of audiences, including letters, reports, stories, drama scripts, diary entries, magazine articles, recipes, and sports commentaries. They can change the register of language and the format of the presentation to match the genre.
124. Pupils develop confidence in writing poems in a variety of styles across the key stage. Year 5 pupils make good use of images and dialogue to convey the panic of a Second World War air raid in their poems. They show a good understanding of alliteration and the importance of the punch line.

### **Shortcomings**

125. Pupils' re-drafting skills are under-developed across the key stage. Pupils' ability to produce extended writing is insufficiently developed. A minority of pupils have under-developed handwriting skills.

<b>Mathematics</b>
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### **Key Stage 2 – Grade 2: Good features and no important shortcomings**

#### **Good features**

126. The majority of pupils across the key stage develop a good mathematical vocabulary. They have a secure knowledge of the four rules of number, and the relationship between them. By the end of the key stage, the majority work accurately and methodically.
127. In Y3 pupils can add and subtract accurately, counting on and back in different size steps. They develop a good grasp of the 24-hour clock and of the relationship between units of time.
128. Y4 pupils make good progress in their understanding of the properties of numbers including larger numbers, and they can round up and down. Some pupils show understanding of block graphs and the significance of x and y axes.
129. Most pupils across the key stage have a good knowledge of 2D and 3D shapes. Y5 pupils develop a good understanding of reflective symmetry in a large range of 2D shapes. They develop a good understanding of the equivalence of fractions.

130. Year 6 pupils have a secure understanding of the equivalence of fractions, decimals and percentages. They have a good knowledge of angles and coordinates, and of area and perimeter. They can create and interpret line graphs, block graphs and pie charts from collected data.

### **Shortcomings**

131. Pupils' investigative and problem-solving skills are under-developed across the key stage.

<b>Science</b>
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### **Key Stage 2 – Grade 1: Good with some outstanding features**

#### **Good and outstanding features**

132. In Y3 and Y4 pupils have a very well established understanding of how to conduct a fair test. For example when investigating conductivity they know that they must make each test the same. They know the importance of making and recording a prediction before they start an experiment. They know the difference between circuits, which are wired in series and in parallel. They know why some circuits will continue to function when parts of the circuit are broken. They understand that electricity flows from a source and returns to it. They speak confidently about their work and argue logically why some circuits will not work.

133. In Y5 and Y6 pupils build very well on what they have learnt earlier. They consider constants and variables carefully when carrying out experiments. For example, they measure very carefully and accurately the amount of water they use in a solubility test to make sure that the volume is always the same. They measure how soluble and insoluble substances behave in the water with equal care. They appreciate why even small grains of sand are insoluble. They are beginning to understand that matter is composed of molecules and know why some molecules will not dissolve in liquid. They record their results systematically using scientific vocabulary accurately.

134. In Y3 and Y4 pupils know the main features which all living things possess. They know how to distinguish from the remains of animals what type of diet these animals ate. They conduct systematic tests to identify acidic foods and drinks which cause tooth decay. They make simple identification keys in order to do this. They know about the lives and achievements of famous scientists (including their teacher). They use electronic means to test the strength of their arm muscles and they record their results using ICT.

135. Older pupils in Y5 and Y6 have a detailed knowledge of the different habitats preferred by a range of Western European mammals. They know the life cycles of these animals and their gestation periods. In Y5 and Y6 pupils know that materials can change when heated. They know for example that some changes are reversible and others irreversible. They measure changes to eggs boiled for different lengths of time.

136. Across the key stage pupils have a particularly outstanding awareness of the need to protect the environment and to improve it. For example during Eco-Week they learn about bats and the bird life of the Gwent Levels. They avidly

collect materials for recycling because they know how this will help the world to become a better environment. They know the requirements to produce a wild flower meadow and the forest when creating for themselves these areas in the school grounds as a memorial to one of their friends. They show high levels of care when working to establish these areas.

### **Shortcomings**

137. There are no significant shortcomings.

## **Information technology**

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

#### **Good features**

138. Pupils across the key stage process work confidently. They can use the keyboard and mouse well, import pictures into their work, and place the text appropriately. They are confident in using the menu, to change a font or colour, to highlight or justify text, and to cut and paste.
139. Pupils across the key stage are developing good control skills. Year 3 pupils can programme a roamer, and use logo to create a pattern of squares. Year 5 pupils demonstrate good control skills in plotting a path through a maze and filling in areas of colour at given points. Year 6 pupils show good control skills in operating the flashing bow tie, eyes and nose of Coco the Clown.
140. Year 4 pupils gather show good understanding of spreadsheets, where they can input data into cells, and select a graph to display with appropriate labelling. Year 6 pupils use survey data about favourite football teams to create tally charts, block graphs, bar charts and pie charts.
141. Most pupils across the key stage can use a search engine to access information and pictures, which they can print to support investigative work across the curriculum.
142. Year 3 pupils gather information from a website confidently, for example, about the Celts, Columbus and Cabot for their history topics, in Y5 classes.

#### **Shortcomings**

143. Pupils' e-mail and multimedia skills are underdeveloped across the key stage.

## **History**

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

#### **Good features**

144. Pupils in Y3 and Y4 know about the way of life of the Celts in Britain and how this differed from that of their Roman invaders. They know for example that the Celts wore elaborately designed 'torcs' and had woollen clothes woven with distinctive patterns. They study and copy the way Celtic settlements were constructed and contrast these with Roman buildings. In Y3 and Y4 most pupils place different styles of buildings and dwelling into a longer timeline based upon the materials used and their styles of construction.

145. In Y5 and Y6 pupils are aware of the impact of World War II on Newport and their school. They know that children were evacuated for their own safety and that sometimes disasters occurred when this was being undertaken, for example when a group of pupils from their own school were drowned whilst travelling to safety in Canada. They studied first hand reports from newspapers of the time to learn about what happened. They know the main events of the rise to power of Hitler and of the occupation of nearby countries, which led up to and followed on from the declaration of war. They know that during the war food was carefully rationed and they carry out exercises in planning and costing food for a family for a week. They appreciate that there were often long queues to get the rations and that despite shortages, people were often better fed through a balanced diet during wartime than they were before the war. They evaluate and describe the advantages and disadvantages of different types of air raid shelters based upon their study of documents and photographs of the period.
146. In Y3 and Y4 pupils have a good understanding of the lives of the Tudor kings and queens. They compare the life of Queen Elizabeth I with that of Queen Elizabeth II. They know how life was for most people in the Tudor period. They know the importance of distinguishing between fact and fiction and of using a range of sources including the Internet to research and to find out useful information.
147. In Y5 and Y6 pupils are aware of how ships and shipping has changed in the local area over time. They know that John Cabot sailed close by on his voyage to Newfoundland. They know from visits they make about the achievements of Izambard Brunel in building iron ships and railways. They understand the magnitude and impact of his achievement.

### **Shortcomings**

148. There are no major shortcomings.

<b>Physical education</b>
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### **Key Stage 2 – Grade 2: Good features and no important shortcomings**

#### **Good features**

149. Pupils throughout the key stage have a thorough understanding of the need to warm up before and cool down after vigorous exercise. They know that exercise will make them fitter. Older pupils know how to measure their levels of fitness; they know that accidents and injuries can be caused when muscle groups are under stress. They dress appropriately, take care and are safety conscious when working with each other and when using apparatus.
150. Younger pupils in Y3 interpret the mood, timbre, tempo and dynamics of a piece of music and illustrate this music through their dances. They create a series of movements on different levels to reflect this music. They pivot, spin, roll, spiral, twist and twirl to it using a variety of body parts.
151. In gymnastics in Y3 and Y4 pupils travel smoothly around the hall developing a sequence of rolls, jumps, weight on hands and balances. Many show well-

developed skills in landing in a controlled and safe fashion when using large apparatus.

152. In games younger pupils know how to control a large ball accurately while bouncing it with either hand, using different techniques to control the ball. They apply the same knowledge of how balls behave when controlling them with their feet, when practicing hand, foot and eye co-ordination when dribbling a ball around a series of cones. Older pupils adapt these skills well when playing a range of small and large games. They compete hard and know the importance of fair play, for example when taking part in competitive sports such as netball, soccer, rugby and athletics. They learn how to hold and strike a ball accurately when playing cricket and tennis. In swimming many older pupils in KS2 swim confidently and unaided.
153. Throughout the key stage a particular strength is the way in which pupils know how to evaluate and improve their own work and that of others. They use this information well to raise their own levels of performance.
154. Pupils in Y3 and Y4 follow straightforward instructions or clues to complete a treasure hunt as part of an orienteering exercise in the school grounds and in the gymnasium. They solve the problems well, working enthusiastically with a partner. In Y5 and Y6 pupils build successfully on these skills in more demanding situations.

### **Shortcomings**

155. Some older pupils lack good physical co-ordination and control when skipping, rolling and controlling balls or landing after jumping.

## **School's response to the inspection**

The inspection of Gaer Junior School by the inspection team led by Mr Peter Mathias is seen as a very positive and informed step forward for developing the quality of teaching and learning at the school.

It was very pleasing to note that the inspection team were in agreement with almost all of the school's judgements about itself. This highlights our informed knowledge and understanding of our own shortcomings, and our need to improve in sufficiently well identified areas.

This was a very thorough and constructive inspection and I would like to thank Mr Peter Mathias and his team for their professional and positive approach to the process.

## Appendix 1

### Basic information about the school

Name of school	Gaer Junior School
School type	Community
Age-range of pupils	7-11
Address of school	Gaer Road Newport South Wales
Post-code	NP20 3GY
Telephone number	01633 263407

Headteacher	Mr John Webb
Date of appointment	1 September 1995
Chair of governors	Mr H Thomas
Registered inspector	Mr Peter Mathias
Dates of inspection	13-16 February 2006

## Appendix 2

### 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	N/A	N/A	N/A	N/A	51	64	54	49	218

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11		11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28.5:1
Pupil: adult (fte) ratio in nursery classes	20:1
Pupil: adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	28.5:1
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn	N/A	N/A	92
Spring	N/A	N/A	90
Summer	N/A	N/A	91

Percentage of pupils entitled to free school meals	21
Number of pupils excluded during 12 months prior to inspection	3

## Appendix 3

### National Curriculum Assessment Results

#### End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6			70		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	3	0	3	3	6	21	42	23	
		National	0.5	0.1	0.3	0.4	0.7	5	16.4	46.1	30.4	
Mathematics	Teacher assessment	School	0	0	0	1	4	9	22	51	13	
		National	0.4	0.1	0.4	0.3	0.5	3.4	17.2	46.3	31.4	
Science	Teacher assessment	School	0	0	0	1	4	4	14	45	30	
		National	0.4	0.1	0.4	0.3	0.3	1.4	10.7	50	36.5	

#### Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

##### by Teacher Assessment

In the school	59	In Wales	72
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- 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

## Appendix 4

### Evidence base of the inspection

- A team of three inspectors who were present at the school for ten inspector days carried out the inspection with a nominee from the school and a peer assessor.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Fifty-eight questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Fifty-two lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias Registered Inspector	Summary and recommendations Contribution to Key question 1 Key Questions 2, 5 and 6 Science History Physical education
Mr Gwynoro Jones Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Rhiannon Harris	Contributions to Key Questions 3, 4 and 7 English Mathematics Information technology
Mrs Alexine Bartholomew Nominee	Contributions to all Key Questions Deputy Headteacher
Mr Kevin Hart Peer Assessor	Contribution to all Key Questions

### *Acknowledgement*

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### **Contractor**

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