

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

**Green Lane Junior School
Green Lane
Caldicot
Monmouthshire
NP26 4HD**

School Number: 679/2198

Date of Inspection: 14 – 15 November 2005

by

**Glyn Gaskill
5539**

Date: 16 January 2006

Under Estyn contract number: T/072/05

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

The inspection of Green Lane Junior School took place between 14 and 15 November 2005. An independent team of inspectors, led by Glyn Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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 age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Contents	Page
Context	6
Summary	7
Recommendations	12
Standards	13
Key question 1: How well do learners achieve?	13
The quality of education and training	16
Key question 2: How effective are teaching, training and assessment?	16
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	18
Key question 4: How well are learners cared for, guided and supported?	20
Leadership and management	22
Key question 5: How effective are leadership and strategic management?	22
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key question 7: How efficient are leaders and managers in using resources?	24
Standards achieved in subjects and areas of learning	26
Subject 1: Welsh second language	26
Subject 2: Mathematics	27
Subject 3: Science	28
Subject 4: History	29
Subject 5: Geography	30
Subject 6: Art	31
School's response to the inspection	32
Appendices	
A Basic information about the school	33
B School data and indicators	34
C National Curriculum assessments results	35
D Evidence base of the inspection	36
E Composition and responsibilities of the inspection team	37

Context

The nature of the provider

1. The school is situated in the small town of Caldicot. It provides for boys and girls aged 7 to 11 years. The school enjoys a good reputation locally. The number of pupils on roll is 158 with about 40 pupils coming from outside the traditional catchment area. As with other schools in the district, the number on roll is falling. The ability of pupils on entry to the school varies each year but, overall, is below average. The socio-economic background of the area is described as neither advantaged or disadvantaged, overall. Twenty-two per cent of the pupils have free school meals entitlement, which is just above the all-Wales average of 19 per cent. There is a higher than average number of pupils, some 28 per cent, with special educational needs including six pupils with statements for their special educational needs. The home language of all pupils is English. No pupils have Welsh as a mother tongue.
2. The school was last inspected in November 1999. The present head teacher was in post at the last inspection. Since the last inspection the school has been proposed for closure which was withdrawn very near to the implementation date of August 2000. Currently the school is part of an area review for the future of primary education. This review has been taking place for some years. Most of the original school buildings have been either deemed unsuitable for use or removed since the last inspection. Currently, three of the six classes are housed in demountable classrooms set some distance from the main building and have separate demountable toilet facilities.
3. The school has received the *Basic Skills Quality Mark*.

The school's priorities and targets

4. The school aims to enable pupils to reach their full potential in their academic and personal development.
5. Priorities for improvement include:
 - Raising standards through improved assessment, recording and reporting
 - Improving behaviour through 'Assertive Discipline'
 - Acquiring 'Healthy School' Accreditation
 - Implementing 'Building Learning Power' to promote better learning skills
 - Carrying out a review of the school's staffing structure
 - Improving provision for information and communications technology

Summary

6. Green Lane Junior School is a good school because it cares for its pupils and gives them self-confidence and positive attitudes to learning and life. It has coped well with the several years of uncertainty regarding its existence. It is a popular school. Pupils academic achievement is average, overall. Steady progress has been made since the last inspection.

Table of grades awarded

7. The inspection team judged the school's work as follows:

Key question	Inspection grade
1. How well do learners achieve?	3
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?	3
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

8. Pupils' standards of achievement in lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	45%	0%	0%

9. Pupils' overall standards of achievement in these lessons are slightly above the Welsh Assembly Government's targets.

Subjects

10. Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
Subject 1: Welsh second language	Grade 3
Subject 2: Mathematics	Grade 3
Subject 3: Science	Grade 3
Subject 4: History	Grade 2
Subject 5: Geography	Grade 3
Subject 6: Art	Grade 3

11. Overall, pupils achieve average standards in their use of key and basic skills across the curriculum. Across the school, pupils make good progress and achieve good standards in the key skills of speaking, listening and reading.

12. Pupils make reasonable progress and achieve average standards in applying the skills of writing, mathematical skills, creativity and problem solving in various subjects. Pupils' creativity is adequately developed through writing in English, art and design technology. Problem solving skills are average in science but not sufficiently developed in mathematics. Pupils have an adequate knowledge of the culture and heritage of Wales. Pupils' bilingual development is average. Their ease of movement between Welsh and English is limited but they understand and correctly respond to bilingual commands and simple questions.
13. Pupils' use of information and communications technology across the curriculum is below average. Whilst pupils have made good use of the Internet and CDs to find relevant information for their studies in history, there is limited use of computers to promote understanding in many subjects.
14. In the 2005 National Curriculum assessments at the end of year 6 for the core subjects of English, mathematics and science, pupils' attainment was generally below the average in comparison with all schools and schools having similar free school meals entitlement, both locally and nationally. Results in science were particularly low. All these results were accurately predicted from testing of the pupils when they were in year 4 and the results met the targets agreed with the local education authority. Pupils do not perform as consistently well in National Curriculum assessments as they do in their day-to-day work. This is explained by the fact that pupils have no additional preparation time before these assessments take place. The National Curriculum assessments for the years 2000 to 2004 show standards have been generally steady at the expected level 4 and above but the proportion of the higher level 5 results have declined significantly.
15. Overall, pupils are making steady progress in acquiring new knowledge, skills and understanding across the curriculum. Across the school, pupils with special educational needs make good and, at times, very good progress towards the challenging individual targets set for them.
16. The development of pupils' personal, social and learning skills is good. Overall, pupils work conscientiously, concentrate well and use their time appropriately. Pupils have good moral values such as fairness and consideration for others. They are happy to wait for their turn and to work in a mature fashion at the tasks set for them. Pupils relate well to each other and to adults and are helpful, courteous and friendly. Bullying is not seen as an issue by parents or pupils.
17. The vast majority of pupils behave well. All pupils are fully aware of the school's high expectations for standards of behaviour and try hard to keep to the school rules. There is a small number of older pupils who are lively but teachers are successful in the careful management of their behaviour.
18. Pupils, appropriate to their age and ability, develop a practical understanding of their strengths and an awareness of targets for improvement, which have been set for them. They are realistic in their self-evaluation with outstanding

examples shown by pupils with special educational needs. They show good social skills as they work together independently in pairs and in groups. These aspects set a firm foundation for their lifelong learning.

19. Pupils are suitably prepared for life in the community but their preparation for participation in the workplace is less well developed.
20. Throughout the school pupils have a good awareness of equal opportunity issues and respect the diversity of beliefs, attitudes and social and cultural traditions.
21. Attendance figures compare favourably with national and local averages for all and similar schools. Unauthorised absence is low. Good or improved attendance is recognised and rewarded.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	63%	37%	0%	0%

23. The overall quality of teaching across the school is a little better than the Welsh Assembly Government's targets. This is a steady improvement since the last inspection.
24. Teachers and learning support assistants know the pupils very well. Planning for lessons is thorough. Learning support assistants are very well briefed and most effective in their roles, particularly in supporting pupils with special educational needs. Teachers have a secure knowledge of a varied range of teaching approaches to different subjects, which they apply effectively. In all classes, teachers make good use of incidental Welsh throughout the day with instructions and questions.
25. All teachers make use of learning objectives, which are shared with pupils at the start of a lesson. The precision of these objectives, the way they are reflected in pupils' learning activities and the use made for evaluating the effectiveness of the lesson are, however, too variable. Older pupils make very effective use of their individual, challenging targets for improvement set for English.
26. Pupils' work is regularly marked and there are several examples of comments, which help pupils make positive progress but this aspect is not consistently developed.
27. Teachers carefully plan for all pupils' to use the limited number of computers in each class to cover the subject of information technology. This leaves insufficient computer time to cover the application of information and communications technology across the curriculum.

28. The school carries out thorough, systematic and accurate assessments of pupils' attainment in English, mathematics and science. The assessment of other subjects is left to individual teachers. Overall, insufficient use is made of assessment to promote pupils learning as they work through a particular unit of work. This aspect is improving in mathematics and also where learning objectives are used effectively.
29. The school successfully meets the targets for pupils' attainment in the National Curriculum assessments at the end of year 6. The school effectively informs parents of their children's progress.
30. Pupils have full access to a broad and balanced curriculum, which meets statutory requirements. In several subjects, many of the tasks planned in lessons are insufficiently structured to take account of what pupils have, or have not, understood from their previous learning. This is more pronounced for older pupils. The curriculum is enriched by the provision of after-school clubs with sport featuring strongly. Educational visits make a suitable contribution to the curriculum.
31. The provision for promoting bilingual skills and reflecting the languages and culture of Wales has good features, which outweigh shortcomings. Overall, pupils' spiritual, moral and cultural development is promoted well. Pupils' personal, social and health education is well catered for through the curriculum and visitors to the school.
32. The overall quality of partnerships with parents, the local community and other schools is good. Links with parents are strong and reflect a good working relationship.
33. Parents are kept well informed about school life and have access to good quality information regarding their children's progress.
34. There is high quality of care, guidance and support for pupils. Provision for pupils with special educational needs is outstanding. All adults who work in the school know the pupils well. Pupils have confidence in the support they receive.

Leadership and management

35. All staff, governors and parents are committed to the common aim of making the best provision for pupils in the school. The school takes appropriate account of national priorities.
36. The head teacher provides good leadership but management procedures are too informal. The deputy head teacher makes a considerable contribution to the management of the school. There is a good team spirit amongst staff, despite the protracted uncertainty of the future of the school.

37. There have been several staff changes in recent times which has led to well thought out adjustments to the roles and responsibilities of staff. Unavoidably, these changes have had a negative effect on the management of subjects.
38. The governing body is well organised, knows the area very well and is well informed about school life. The combined prospectus and governors' annual report to parents has minor omissions and statutory requirements are not fully met. With this exception, the governing body meets its statutory obligations.
39. The school always looks for ways to improve and pays good attention to suggestions. What it lacks is a formal system to gather the views of staff, governors, parents and pupils and then include them in a practical development plan.
40. The current school development plan clearly lays out the intended improvements for the current year but there is not enough consideration for future developments. Procedures to see how effective improvements have been lack precision.
41. The continuing uncertainty of the future of the school has led to protracted frustrations in development planning. Planning for improvement of the accommodation has been very restricted and there has been a negative effect on staff recruitment.
42. There is an adequate number of suitably qualified teachers. The number of learning support assistants is barely sufficient to meet the needs of the school.
43. The school administrator, midday staff and the caretaker perform their duties effectively and efficiently. Daily routines are mainly smooth and well established. The building is kept very clean.
44. Overall, the accommodation is adequate for the number of pupils on roll and is managed very well.
45. The three classes for years 5 and 6 use demountable classrooms, set some way from and separate to the main building. These classrooms have outside toilets.
46. The school grounds are excellent. There are safe and spacious hard-surfaced playgrounds for all pupils, a garden and a wildlife area. There is a large, flat grassed area for sport and games which is well maintained.
47. The quantity and quality of resources for the subjects inspected are generally adequate. The limited quantity of computers in each classroom for information technology has a negative effect on standards in the application of information and communications technology across the curriculum.
48. The school has made steady progress since the last inspection. Overall the school achieves good value for money.

Recommendations

49. In order to improve the school needs to:

- R1 Address the shortcomings in subjects inspected and improve pupils competence in the application of information and communications technology across the curriculum.
- R2* Further develop systems for assessment which are manageable and effective in raising standards.
- R3 Establish a clear cycle of thorough self-evaluation, precise planning for improvement with critical and, where possible, quantitative evaluation of the results.
- R4* Further develop the management role of the subject co-ordinator.
- R5* Improve provision for pupils' access to computers.
- R6 Ensure the combined school prospectus and governing body's annual report to parents meets statutory requirements.
- R7 Work with the local education authority to urgently gain a decision from the area review of provision for primary education and ensure improved classroom accommodation for the year 5 and 6 pupils.

- The school has identified these areas in its development planning.

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 3: Good features outweigh shortcomings

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

51. Pupils' standards of achievement in lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	45%	0%	0%

52. Pupils' overall standards of achievement in these lessons are slightly above the Welsh Assembly Government's targets.

53. Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
Subject 1: Welsh second language	Grade 3
Subject 2: Mathematics	Grade 3
Subject 3: Science	Grade 3
Subject 4: History	Grade 2
Subject 5: Geography	Grade 3
Subject 6: Art	Grade 3

54. Overall, pupils achieve average standards in their use of key and basic skills across the curriculum. Across the school, pupils make good progress and achieve good standards in the key skills of speaking, listening and reading. In all classes pupils give their opinions and responses confidently and these are listened to well by their classmates. From year 3 onwards, pupils are familiar with the use of reference books to find and make sense of information they need to support their studies across the curriculum.

55. Pupils make steady progress and achieve average standards in applying the skills of writing, mathematical skills, creativity and problem solving in various subjects. Pupils write at length and in different styles for several aspects of history. In other subjects, standards in writing are average. In science, there are examples of good use of graphs but this is not consistent across all classes. Measuring skills are used appropriately in design technology but concepts of mathematical scale is underdeveloped in geography. Pupils' creativity is adequately developed through writing in English, art and design technology. Problem solving skills are average in science but not sufficiently developed in mathematics. Pupils have a suitable knowledge of the culture and heritage of Wales. Pupils' bilingual development is average. Their ease

of movement between Welsh and English is limited but they understand and correctly respond to bilingual commands and simple questions.

56. Pupils' use of information and communications technology across the curriculum is below average. Whilst pupils have made good use of the Internet and CDs to find relevant information for their studies in geography and history, these positive standards do not cover other important aspects of information and communications technology. There is limited use of word processing and of computer programs to organise and present data, for example in tables and graphs.
57. In the 2005 National Curriculum assessments at the end of year 6 for the core subjects of English, mathematics and science, pupils' attainment was generally below the average in comparison with all schools and schools having similar free school meals entitlement, both locally and nationally. Results in science were particularly low. All these results were accurately predicted from testing of the pupils when they were in year 4 and the results met the targets agreed with the local education authority.
58. Pupils do not perform as consistently well in National Curriculum assessments as they do in their day-to-day work. This is explained by the fact that pupils have no additional preparation time before these assessments take place. The National Curriculum assessments for the years 2000 to 2004 show standards have been generally steady at the expected level 4 and above, but the proportion of the higher level 5 results have declined significantly.
59. Overall, pupils are making steady progress in acquiring new knowledge, skills and understanding across the curriculum. Progress in years 3 and 4 is often good but the rate of progress slows down in years 5 and 6. Across the school, pupils with special educational needs make good and, at times, very good progress towards the challenging individual targets set for them.
60. The development of pupils' personal, social and learning skills is good. The great majority of pupils have good attitudes towards their work and school life in general. Most pupils settle down quickly and show interest and enthusiasm in their lessons. They readily contribute and respond to their teachers' questioning. However, there are a small number of older pupils who are lively but teachers are successful in their careful management of their behaviour, so that other pupils are not distracted. They generally work conscientiously and concentrate well and use their time appropriately.
61. The vast majority of pupils behave well. They move around the school in an orderly and disciplined manner. All pupils are fully aware of the school's high expectations for standards of behaviour and try hard to adhere to the school rules. Pupils are fully aware of the system of rewards for positive behaviour and also the consequences for unacceptable behaviour. They understand how their behaviour affects others. They relate well to each other and to adults and are helpful, courteous and friendly. Bullying is not seen as an issue by parents of pupils.

62. Pupils, appropriate to their age and ability, develop a practical understanding of their strengths and an awareness of targets for improvement, which have been set for them. They are realistic in their self-evaluation with outstanding examples shown by pupils with special educational needs. They show good social skills as they work together independently in pairs and in groups. These aspects set firm foundation for their lifelong learning.
63. Pupils make good progress in their personal, social, moral, spiritual and wider development. Relationships throughout the school are good. There is mutual respect between adults and pupils that contributes to creating a happy, caring and supportive learning environment. Pupils take the several responsibilities they are given seriously. Through initiatives such as the school council and fund raising for charitable causes, they are developing positive attitudes to citizenship. Pupils have good moral values such as fairness and consideration for others. They are happy to wait for their turn and to work in a mature fashion at the tasks set for them.
64. Pupils' development of their sense of community is good but their preparation for participation in the workplace is less well developed.
65. Throughout the school pupils have a good awareness of equal opportunity issues and respect the diversity of beliefs, attitudes and social and cultural traditions.
66. Attendance figures compare favourably with national and local averages for all and similar schools. Unauthorised absence is low. A very small number of pupils are late arriving in the morning. Lessons throughout the day begin on time. Parents are well informed about their responsibilities regarding their children's absence from school. The school complies with the Welsh Assembly Government's guidance on pupils support and social inclusion.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	63%	37%	0%	0%

69. The overall quality of teaching across the school is a little better than the Welsh Assembly Government's targets. This is a steady improvement since the last inspection.

70. Teachers and learning support assistants know the pupils very well. This produces positive relationships between these adults and the vast majority of pupils resulting in a productive working atmosphere, particularly with the younger pupils. Planning for lessons is thorough. Learning support assistants are very well briefed and most effective in their roles, particularly in supporting pupils with special educational needs. Teachers have a secure knowledge of a varied range of teaching approaches to different subjects, which they apply effectively. Key skills are included in lesson plans but the impact of this aspect of planning is variable. In all classes, teachers make good use of incidental Welsh throughout the day with instructions and questions.

71. All teachers make use of learning objectives, which are shared with pupils at the start of a lesson. However, the precision of these objectives, the way they are reflected in pupils' learning activities and the use made for evaluating the effectiveness of the lesson are too variable. Where learning objectives are used purposefully, pupils find it helps with their learning and they work with particular concentration. Older pupils make very effective use of their individual, challenging targets for improvement set for English. The overall effectiveness of lessons is evaluated and, where needed, the evaluations are used to guide future planning.

72. Pupils' work is regularly marked and there are several examples of comments, which help pupils make positive progress. This is particularly effective where the comment relates to learning objectives for a lesson, or pupils' personal targets. But this aspect is not consistently developed.

73. A particular strength of teaching is the effective use of the school's procedures to promote positive behaviour. Even on the few occasions when a small minority of older pupils need particular reminders of expectations of their

attitudes, teachers' voices are rarely raised. This promotes an effective role model for pupils own attitudes and reactions to others.

74. Teachers carefully plan for all pupils' to use the limited number of computers in each class to cover the subject of information technology. This leaves insufficient computer time to cover the application of information and communications technology across the curriculum. Teachers' use of the school's portable 'interactive whiteboard' is underdeveloped mainly because of problems in moving the equipment between classes and reported difficulties in setting the equipment up.
75. The school carries out thorough, systematic and accurate assessments of pupils' attainment in English and mathematics on a regular basis. Assessments in science provide a good indicator of pupils' attainment in the subject. The data from these assessments leads to the careful setting of statutory targets, agreed with the local education authority. There are no formal, whole-school assessment procedures for subjects other than English, mathematics and science. The assessment of these other subjects is left to individual teachers.
76. Overall, insufficient use is made of assessment to promote pupils' learning as they work through a particular unit of work, but this is improving and having a positive impact in mathematics and also where learning objectives are used effectively.
77. For pupils with special educational needs, very good use is made of data from the school's own assessment procedures to track pupils' progress and make adjustments to provision where needed. Pupils targets in their individual education plans are clear and challenging. A particular strength of the assessment process for pupils with special educational needs is the thorough review of these targets which routinely involves pupils.
78. Reports meet statutory requirements very well and give a clear picture of pupils' attainment in all subjects and suitably indicate areas for improvement. Parents of pupils with special educational needs are extremely well informed with opportunities to attend review and general progress meetings, which are greatly in excess of requirements.
79. Overall arrangements for recording assessment and reporting its outcomes meets statutory requirements.

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

Grade 3: Good features outweigh shortcomings

80. The findings of the inspection team do not agree with the judgement of Grade 2 made by the school in its self-evaluation report. This is because many of the learning experiences planned for the pupils do not sufficiently build on their previous knowledge to promote continuity of learning.
81. The curriculum is broad and balanced and meets statutory requirements. Religious education is provided in accordance with the agreed syllabus and sex education programme follows the school policy. Healthy lifestyles, including substance misuse, are appropriately covered. All pupils have equal access to all areas of the whole curriculum.
82. The school has recently updated many of its schemes of work in order to strengthen *Y Cwricwlwm Cymreig* and to provide for the more structured, progressive development of pupils' knowledge, understanding and skills in subjects. Key skills are identified in teachers' individual planning, but there is no whole school programme for pupils to apply and systematically make progress in the key skills. The time for teaching the curriculum is in line with national guidelines.
83. The setting arrangements for mathematics are successfully having a positive impact on standards. However, in several subjects, many of the tasks planned in lessons are insufficiently structured to take account of what pupils have, or have not, understood from their previous learning. This is more pronounced for older pupils.
84. The school provides a good range of well attended after-school, sporting activities. There is an adequate range of other activities with Celtic culture featuring well. A relatively small number of pupils receive tuition, during the school day, in a wide range of musical instruments. Older pupils enjoy visits involving overnight stays. Visits to local and more distant places support pupils learning in religious education, science, history and geography but the range is limited. Taken together, after-school and off-site activities make a suitable contribution to the curriculum.
85. Acts of collective worship reinforce a sense of the school as a community and provide pupils with an opportunity to develop their understanding of moral issues. The school effectively fosters values such as honesty, fairness, and respect for truth and justice. Pupils participate in school assemblies but opportunities are limited for pupils to explore their own feelings and reflect on how the assembly themes relate to themselves.
86. The provision for promoting bilingual skills and reflecting the languages and culture of Wales has good features that outweigh shortcomings. Bilingualism is adequately promoted through incidental use and notices in Welsh and English in displays around the school. Pupils' knowledge and appreciation is

well developed through activities related to the annual Eisteddfod, the Welsh folk dance group and Celtic music club. However, several curriculum areas do not allow for pupils to extend their knowledge of Welsh culture, for example, there are limited opportunities to study Welsh artists. There are several opportunities for pupils to learn about other cultures, for example when pupils are involved in stimulating African drumming sessions.

87. Learning experiences are enriched well by the school's partnership with other providers and interested parties. Links with parents are strong and reflect a good working relationship. Parents are very supportive of the school's work and value its positive ethos. They assist in school, with sporting activities and on school trips. There is an active parents' association which raises significant funds to provide additional facilities and resources. Good links with the associate infant and secondary schools promotes a smooth transition for pupils when they change schools. Links with the secondary school are further enhanced by curriculum projects. Associations with teacher training institutions are very limited.
88. Parents have access to good quality information regarding their children's progress through annual reports, timely formal and informal contact with teachers and well maintained home-school diaries and reading records. A minority of parents felt they were not well informed, but inspection findings disagreed with this view. Parents are kept well informed about the general events and happenings in school through regular newsletters and a recently established website.
89. The school's provision to broaden pupils' experience of the world of work through its contacts with business and industry is developing. Pupils have benefited from a design technology project organised by Career Wales and also from a Forestry Commission's project. There has been little teacher placement with outside organisations. Year 6 pupils assist in preparing and selling fruit from the tuck shop and pupils have designed and printed T-shirts for sale to parents.
90. Understanding and awareness of sustainable development and global citizenship are appropriate to the circumstance of the school. Pupils' understanding of environmental awareness is developed through conservation schemes such as waste reduction and recycling. Pupils' collect waste paper for processing. Currently the development of the school's garden and conservation area is in abeyance due to changes in the staffing structure. Pupils have spontaneously responded to raise funds for those in distant parts of the world affected by natural disasters.
91. The school is increasingly giving pupils more responsibility for, and awareness of, their own learning. Pupils personal qualities, such as kindness, truthfulness and forgiveness are well developed through circle time and structured pupil discussions. Pupils take part in music making in the village and performances in the school to which the community are invited. Residents report that the fencing around the school grounds has improved the quality of life in the area as it has reduced unwanted gatherings of people in

the evenings. These aspects positively promote lifelong learning and community regeneration.

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

Grade 2: Good features and no important shortcomings
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92. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report.
93. Overall, the quality of care, support and guidance for pupils is good. The care and welfare of pupils is given high priority. Pupils feel safe and secure whilst in school. Staff know their pupils well and are sensitive to their needs. All pupils benefit from the school's determination to fully include pupils in both its academic and social life.
94. The school has a strong partnership with parents and carers in caring for, supporting and guiding their children. Effective use is made of the support services that are available to the school. For example, in promoting good attendance and providing for pupils special and physical impairments.
95. The arrangements for receiving new pupils into school and their move to secondary education are well established and effective. Pupils feel safe and secure in their new school, and soon settle. Pupils joining at other times are welcomed and quickly make new friends.
96. The school makes good provision for the support and guidance of pupils. Pupils have ample opportunities to discuss issues that concern them and the very positive interpersonal relationships in the school result in frank discussion between teachers and pupils. The school council gives pupils a say in the running of the school. Teachers enjoy the confidence of pupils and are sympathetic to individual needs. Teachers apply the policies for behaviour management consistently and act as positive role models.
97. The school's provision for ensuring the healthy development, safety and well being of all pupils is good. Fencing has recently been erected around the school, which has greatly improved security of children during school hours. Several staff are trained in first aid and there are good procedures in place for meeting the needs of pupils who are unwell or who may have an accident. A fire drill is carried out each term. But the demountable classrooms are not connected to the school's fire alarm system. Health and safety audits are carried out by the head teacher and risk assessments are undertaken before any educational visit takes place.
98. There are good procedures for child protection. The head teacher is the nominated member of staff and he, through regular training, ensures his staff are aware of their responsibilities. One of the school governors has also received training in child protection issues.

99. Good or improved attendance is recognised and rewarded. Registration sheets are correctly and promptly completed at the beginning of the morning and afternoon sessions.
100. The quality of provision for pupils with special educational needs is outstanding. All the requirements of the special educational needs Code of Practice and the Disability Rights Act are fully met. There are very thorough links with the associate infants and secondary schools. These arrangements result in the needs of pupils new to the school being very well catered for and a smooth transfer to secondary education. The opportunities for parents to be involved in reviews, is greatly in excess of requirements. The school makes very good use of a range of outside agencies when the need arises. Support for visual impairment is excellent. The administration of provision for pupils with special educational needs is most thorough and very well organised. The school has a clear policy for identifying more able pupils and makes appropriate arrangements to meet their needs.
101. The school recognises the range of children's backgrounds and all pupils are treated equally, with dignity and respect. All pupils have equal opportunities to participate in all school activities. For example, sporting activities and out of school clubs have membership of boys and girls and cover a range of interests.
102. Pupils' understanding of the diversity of race and the necessity for good race relations in our modern multi-cultural society are incorporated into the personal and social element of the school's curriculum well. Given the circumstance of location and population, the school is effective in promoting good race relations.
103. There are good measures in place to eliminate oppressive behaviour, bullying and all forms of harassment. Pupils understand the necessity to report immediately incidents of bullying or discrimination of any sort. The school follows up, and is effective in dealing with such incidents, involving the parents when appropriate. Parents and pupils have confidence in these systems and do not see bullying as an issue.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

104. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report because there are shortcomings in management.
105. All staff, governors and parents are committed to the common aim of making the best provision for pupils in the school. The head teacher provides good leadership but management procedures are too informal and lack a full impact on standards. The deputy head teacher has made a considerable contribution to the management of the school since her relatively recent appointment. There is a good team spirit amongst staff, despite the protracted uncertainty of the future of the school.
106. There has been a significant turnover of staff in recent times. Much careful thought has been effectively used to provide for continuity of teaching. However, these changes have had a negative effect on the management of subjects. Staff with management responsibility have been very flexible and willing to take on different roles. They are clear about their roles and have negotiated their job descriptions as part of their appraisal. The time they have to carry out their responsibilities is too limited to be sufficiently effective. The school has secured funding to increase management time in the near future. All staff, within their roles, have equal opportunity to become involved in the work of the school.
107. Arrangements for the continuing professional development of staff are well organised and effective in improving provision. Performance management procedures meet requirements. Teachers' developmental targets are carefully monitored and attained. The newly qualified teacher is well supported in her role. Induction arrangements for experienced teachers who are new to the school are effective. Learning support assistants have job descriptions with training provided as the need arises. Mid-day supervisors have received effective training to engage pupils in play activities during the lunch hour.
108. The school takes appropriate account of the Welsh Assembly Government's priorities. Some initiatives, such as sustainability, are becoming established. The provision for lifelong learning and citizenship are developing well. This is through its improving assessment procedures, effective behaviour strategies and positive partnership with parents.
109. The governing body is well organised in its programme of meetings and particular responsibilities. Governors know the area very well. They have subject or area links with the school, which gives them an insight into the

working of the school. This is particularly effective for special educational needs provision. Governors visit classes and share their observations at governing body meetings. Governors are also kept informed through the regular head teacher reports and occasional presentations from co-ordinators. By these means, governors are kept well informed about provision in school. Governors have an informal input into school development planning and approved the school's self-evaluation report for the inspection.

110. The combined school prospectus and governing body's annual report to parents has minor omissions and statutory requirements are not fully met. With this exception, the governing body meets its statutory obligations.

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

Grade 3: Good features outweigh shortcomings
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111. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report because there are shortcomings in the school's cycle for self-review and the evaluation of action taken.
112. The school is self-critical and looking for ways to improve provision. The process it has to formally carry this out lacks precision and a clear structure. Although the self evaluation report produced for the inspection was adequate, the inspection team found several of the judgements the school made about itself in its self-evaluation report for this inspection were too generous. The school does listen to comments from parents and pupils and takes action where it can. The views of staff are taken into account through staff meetings. However the school does not have a clear system for bringing together and then prioritising the development areas identified by parents, governors, staff and pupils.
113. The school development plan clearly lays out the intended improvements for the current year but future plans are insufficiently outlined. There is not enough consideration of measurable targets where they are practical, for example regarding standards. This limits the scope of the evaluation of any action taken. Resources are suitably allocated to enable initiatives.
114. The school has taken well-planned action to reduce the decline in the higher level 5 in National Curriculum assessments for English and mathematics. There has been no action to remedy a similar decline in science because of lack of an established co-ordinator for the subject. Whilst the school development plan refers to assessment and raising standards in general terms, it does not include reference to this specific action.
115. Subject co-ordinators are well informed about standards in the core subjects of English, mathematics and science, and adequately informed for other subjects. Co-ordinators gain a realistic view of standards though looking at

pupils' work. There is a growing use of well structured, direct observation of teaching but it is not clear how identified areas for improvement are checked.

116. The continuing uncertainty of the future of the school has led to protracted frustrations in development planning. Planning for improvement of the accommodation has been very restricted. Successful applicants to staff vacancies have later withdrawn, with the possible closure or reorganisation being stated as the reason for refusing the post awarded.
117. The school has made steady progress since the last inspection making acceptable improvements in all but one of the eight key issues identified.

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

Grade 2: Good features and no important shortcomings
--

118. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
119. There is an adequate number of mainly experienced teachers who have the necessary knowledge and experience to teach the full requirements of the National Curriculum and religious education. They are appropriately deployed to meet the pupils' needs. The number of learning support assistants is barely sufficient to meet the needs of the school. All the learning support assistants are suitably qualified and their allocation to particular classes is managed very well.
120. Teachers work well together as a team and show a strong commitment to the school. All teachers have suitable responsibility for particular areas of the curriculum. Teachers work closely with learning support assistants who make a very good contribution to the quality of learning, particularly with pupils with special educational needs. The school makes very effective use of outside agencies with provision for visual impairment being excellent. Through formal appraisal and performance management systems, teachers have development targets which meet both their own personal needs and the priorities for the school's development. Staff share outcomes of training courses with other staff so that all benefit from new ideas.
121. The school administrator, midday staff and the caretaker perform their duties effectively and efficiently. Daily routines are mainly smooth and well established. The building is kept very clean.
122. Overall, the accommodation is adequate for the number of pupils on roll and is managed very well. There is a reasonable amount of hall and classroom area. A well-used library has been developed in a section of the hall. A wide corridor area has been successfully established for teaching pupils with special educational needs. One wing of the main building has been deemed unsuitable for use but provides an adequate emergency exit.

123. The three classes for years 5 and 6 use demountable classrooms, which are all set some way from, and separate to, the main building. These classrooms have outside toilets. Cloakroom facilities are very restricted. In the dry weather, teachers of these oldest pupils make good use of the open area outside these classrooms to settle pupils before the start of a morning and afternoon session. Movement of pupils and equipment to these outside classrooms is obviously restricted in bad weather. This aspect of accommodation is well below expectations.
124. The school grounds are excellent. There are safe and spacious hard-surfaced playgrounds for all pupils, a garden and a wildlife area. There is a large, flat grassed area for sport and games which is well maintained.
125. The indoor accommodation provides an attractive environment that is enhanced by displays, some of which are of pupils' work, that provide information and celebrate learning. All the accommodation and grounds are on one level. The building provides appropriate disabled access.
126. The quantity and quality of resources for the subjects inspected are generally adequate. The limited quantity of computers in each classroom for information technology has a negative effect on standards in the application of information and communications technology across the curriculum. The mobile, interactive whiteboard is underused.
127. The school budget is managed well but the school does not always have a timely confirmation of its final budget allocation. Finances and resources are regularly reviewed by co-ordinators, governors and the head teacher. The most recent auditor's report found a few minor issues, which have been put right.
128. Overall, the school achieves good value for money.

Standards achieved in subjects and areas of learning

Subject 1: Welsh Second Language

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

129. Across the school, pupils appropriately ask and answer questions about their interests and activities. They successfully take part in dialogues and role-play to build up knowledge and understanding of the language. Their listening skills are put to effective use when involved in the lessons. When engaged in role-play activities most pupils show growing confidence in using the language. Pupils pronunciation is developing well. They are gaining in confidence when reading aloud words and phrases as a class, in pairs and individually.
130. Younger pupils writing involves copying correctly and writing words and familiar phrases which effectively supports their learning. Older pupils use familiar sentence patterns and basic vocabulary correctly when writing about things within their experience. Pupils make steady progress in their writing.
131. Good progress is made in acquiring an appropriate vocabulary. Most pupils are becoming familiar with sentence patterns and are acquiring a range of vocabulary covering topics such as the weather, hobbies, parts of the body, clothes, colours and foods. Older pupils make confident use of the past tense in asking and answering questions, including negative responses where appropriate. Pupils make steady progress and respond confidently to several strategies including *Y Gadair Boeth* which develops pupils' vocabulary well.
132. Good use is made of 'big books' such as the story of *Draciwla a'r Anghenfil* and *Mewn Hen D*. Pupils read from these books with good understanding and recognise a range of key words and phrases. Pupils read texts with their teacher quite confidently and with increasing accuracy as they move through the year groups. They confidently read words and notices displayed around the school and read fluently their written work. Older pupils' reading is reasonably accurate and pronunciation is developing well. Pupils use incidental Welsh consistently in greeting, registration periods and during the course of lessons.

Shortcomings

133. Pupils' ability to initiate an extended dialogue is often limited.
134. Pupils sometimes speak hesitantly, are unsure of sentence patterns and are reliant on the prompting of their teachers.
135. Pupils make little use of information and communications technology to promote their understanding of the language.

Subject 2: Mathematics

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

136. By the end of year 6, the majority of pupils have made average progress.
137. As pupils progress through the key stage, they develop confidence in using the four rules of number in the context of measurement and money. They begin to apply this knowledge and understanding to problems and simple investigations.
138. Year 3 pupils measure length in centimetres accurately and recognise halves, thirds and quarters in fractions. The more able pupils understand the concept of equivalent fractions. They add multiples of ten to at least a hundred, know the names and properties of simple shapes and multiply and divide with single digit numbers with reasonable accuracy.
139. In year 4, pupils accurately calculate number sums to a hundred and beyond. They have a good understanding of place value to thousands and round figures to the nearest ten or a hundred. They find fractions of numbers to twenty and carry out simple investigations. The use of a calendar and both analogue and digital time are suitably established. The more able correctly work out problems with the twenty-four hour clock. They know that data can be presented in the form of bar and line graphs and begin to work with angles and rotation.
140. In year 5, pupils progress to finding fractions of numbers to fifty, work with averages, use a tally chart to create a block graph and correctly identify lines of symmetry for a wide range of shapes. The more able begin to work out word problems involving real life situations with good accuracy.
141. Year 6 pupils confidently order fractions with different denominators and match improper fractions to mixed numbers. They investigate simple probability and measure angles accurately around a point to 360 degrees. They correctly find the mode, mean and range of a set of data when they study the frequency of shoe sizes. They understand percentages and work with decimals to at least the two places.

Shortcomings

142. Pupils' progress in mental arithmetic is inhibited through a lack of understanding as they do not always explain their strategies for working out problems.
143. Pupils make insufficient use of problem solving and investigation skills in a planned and systematic manner.

144. Pupils do not sufficiently use information and communications technology to develop their mathematical skills. This is particularly apparent in graphical representation where pupils' skills do not show systematic progression.

Subject 3: Science

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

145. Across the school, pupils have a good understanding of 'fair testing' and apply this in a broad range of contexts. The youngest pupils carefully measure the same amount of water and solid material when they explore dissolving. The oldest pupils use Newton meters with reasonable accuracy to measure frictional force between different surfaces of the same area. Pupils make sensible predictions about what they expect to happen in their experimental work. Appropriate use is made of recording their observations and measurements in tables with younger pupils making good attempts at drawing up their own table. Older pupils adequately complete given tables. In all classes, pupils understand that answers can be found to some questions through planned experiments and investigations.
146. Pupils of all ages make careful observations. Younger pupils make good attempts to explain what they see. For example, when they see salt dissolve in water they state 'the salt has gone in the water'. Across the school, pupils make adequate use of technical terms when talking about their science or in their written work. An adequate range of graphs is used in their studies. For example, when they measure bone length and plot the results in a bar graph. The range and quality of graph work completed by last year's year 6 was good.
147. The youngest pupils have a good understanding of different types of food and what makes a healthy diet. Older pupils know the properties of a good range of different natural and manufactured building materials. They are familiar with the effect of heat on different substances, such as the melting rate of different fats. The oldest pupils are familiar with the diagrams of electrical circuits using symbols for the different components. Younger pupils are familiar with different habitats and food chains. The oldest pupils know how exercise affects the pulse rate.

Shortcomings

148. In all classes, pupils are not raising their own questions as a basis for their investigative work and pupils do not consistently base their predictions on their previous everyday experiences or scientific knowledge.
149. Pupils make insufficient use of information and communications technology to present and interpret data and explore simulations relevant to their science studies.

150. The oldest pupils in the school have a limited background knowledge to support their science and find difficulty explaining what they observe. For example in their study of electricity, many of the oldest pupils did not know how mains electricity is produced and their knowledge of the flow of electricity around a circuit is limited.

Subject 4: History

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

Good features

151. Across the school, pupils' chronological awareness is developing well and good use is made of time lines. Their vocabulary relating to the passage of time also shows good progress. Pupils correctly sequence the periods of history they have studied.
152. Younger pupils have a good understanding of the characteristic features of life at different times in the past. In their study of the Victorian age, pupils correctly identify the differences and similarities between the lives and homes of the rich and poor. They have a good understanding of fact and fiction regarding times past. Older pupils compare life in a Victorian school and schools of today, using photographic evidence. They compare the school routines of children in the Victorian age and their own experiences in the present. Pupils have good levels of background knowledge and ask interesting questions about the past. They show a good sense of empathy with the lives people lived in the past.
153. In their study of the Second World War, older pupils are developing a sensitive understanding of the human aspects of war, especially the feelings of evacuees on leaving their homes and families. Pupils have a good capacity to share ideas, discuss opinions and present their findings clearly and knowledgeably. Pupils display a good sense of enquiry and progressively begin to show an awareness that there are often several interpretations of people, issues and events from the past.
154. Previous work indicates pupils have a good understanding of life in Tudor times. Through a timeline and a family tree they locate the period and identify the main characters. They understand what happened to the monasteries and the importance of the voyages of Sir Francis Drake. Pupils know why Henry V111 married six times.
155. Pupils successfully write for different purposes and use various forms of writing including letters and descriptive accounts when studying different historical periods. In discussing their work, pupils are confident and articulate and display appropriate familiarity with historical terms. Pupils make appropriate use of research tools such as reference books, CDs and the Internet to develop their learning further.

Shortcomings

156. There are no significant shortcomings.

Subject 5: Geography

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

157. By the end of the key stage, pupils have an adequate understanding of sustainable development and how the interdependence of the peoples of the world is necessary to create a good quality of life and care for the environment.
158. Year 3 pupils develop their geographical skills well through studying the local area. By examining photographs and asking their own questions of a resident, they have a good understanding of how Caldicot has changed over time and buildings have different uses.
159. Year 4 pupils use maps, photographs and books to collect information about Chembakoli, in India. They make simple contrasts of the main features such as housing, education, land use and weather conditions with those of Caldicot.
160. Older pupils develop their awareness of environmental issues by investigating how acid rain and events such as Chernobyl and oil tanker accidents can cause pollution. They consider ways to avoid pollution and carry out simple researches to find out how rainforests are being destroyed.
161. Pupils visit Porthcawl to compare the town with Caldicot. They reasonably describe the main human and physical features of the two towns and make sensible comparisons. They have a good understanding of such terms as industry, land use, manufactured and natural. The majority of year 6 pupils correctly identify Porthcawl on a large scale map of Wales. Older pupils know the eight point compass.
162. The more able pupils create power point presentations to highlight the main features of Porthcawl. They use pictures from clip art, insert sound effects and use animation to make their presentations interesting.

Shortcomings

163. Pupils' mapping skills are not progressively developed. By the end of the key stage they do not understand the concept of scale or mapping co-ordinates. A sizeable minority of the oldest pupils are unable to identify the important towns of Wales on a map.

164. Pupils do not use information and communications technology sufficiently to gain access to information sources and to assist in handling, classifying and communicating their ideas and findings. Much of the work lacks depth.

Subject 6: Art

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

165. As they move through the school, pupils use a good range of techniques in their two-dimensional work. The use of different tones is well developed with the youngest pupils successfully experimenting with different brush strokes to depict degrees of light. The oldest pupils use pencil and pastel to produce acceptable tonal studies of trees and the built environment.
166. The youngest pupils experiment with wax rubbings. Older pupils produce effective prints using polystyrene they shape themselves and the oldest pupils produce a range of interesting containers using self-hardening clay. Colourful collages are produced from tissue paper and interesting mosaic faces made from coloured sheet paper. Pupils are familiar with the use of a view-finder to focus on a particular feature of study. Older pupils make good use of grids to change the scale of a given cartoon drawing.
167. In all classes, pupils make use of sketchbooks, which they call art diaries, to explore different techniques and draft pieces of work, for example when older pupils explore perspective. The use of these sketchbooks is a well established way of working. The standard of the content is average overall but there are one or two very purposeful sketchbooks.
168. The youngest pupils appreciate that photographs of people are taken for different purposes, such as to sell goods or record a special occasion. Older pupils make sensible comparisons between their own work and that of their classmates paying good attention to technical aspects such use of line and shade. The oldest pupils carefully consider different colours and thoughtfully describe the mood or feeling created by each.

Shortcomings

169. Pupils do not sufficiently study the work of established artists, including Welsh artists and work from other cultures, to compare and develop their own techniques.
170. Pupils do not carefully retain or display their work sufficiently to appreciate their own development or the work of others.
171. The use of information and communications technology to learn about different aspects of art and to produce their own original work is inadequate.

School's response to the inspection

We welcome the findings of the inspection team that Green Lane Junior School is a good school because it cares well for its pupils and gives them self-confidence and positive attitudes to learning and life.

We are pleased that the inspection report reflected the improvements since the last inspection, despite the protracted uncertainty of the future of the school. The inspection team confirmed that the overall standards of achievement in lessons and the quality of teaching across the school were better than the Welsh Assembly Government's targets and acknowledged the good team spirit among our teaching and support staff. We are also very pleased that the inspectors recognised the high regard the community has for the school.

The report highlighted the positive attitude the pupils have to their learning and the steady progress made by the school since the last inspection. Especially encouraging are the comments made about the outstanding nature of the provision for pupils with special educational needs.

The head teacher and governors would like to thank the deputy head teacher, who was the nominee and fulfilled her duties professionally and thoroughly. The staff appreciated the professional manner in which the inspection was conducted and feel that the recommendations made by the inspectors will help the school improve further.

Following receipt of this report the governors will put in place an action plan to address all the recommendations in the report. In particular the plan will include strategies to address the shortcomings in the subjects inspected and improve pupils' competence in the application of information and communications technology across the curriculum. The plan will also take account of the inspectors' recommendations regarding management issues such as developing a clear cycle of self evaluation, and the use of quantitative performance indicators.

This action plan will become part of the school development plan for 2006/2009. A copy of the action plan will be sent to all parents and to the Corporate Director of Lifelong Learning and Leisure. The governors' next annual report to parents will report on the progress made in addressing the recommendations in the inspection report.

Appendix A

Basic information about the school

Name of School	Green Lane Junior School
School type	Community
Age-range of pupils	7 to 11
Address of School	Green Lane Caldicot Monmouthshire
Post-code	NP26 4HD
Telephone number	01291 420398
Head teacher	Mr Ken Jacobs
Date of appointment	1983
Chair of governors/ Appropriate authority	Mrs J Fry
Registered inspector	Mr Glyn Gaskill
Dates of inspection	14 – 15 November 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	37	46	28	54	165

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.6

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21.7
Pupil : adult (fte) ratio in nursery classes	N/A
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27.5
Teacher (fte) : class ratio	1.3

Percentage attendance for three complete terms prior to inspection	
Term	Whole School
Summer 2005	94
Spring 2005	93
Autumn 2004	94

Percentage of pupils entitled to free school meals	22
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005						Number of pupils in Y6					29
Percentage of pupils at each level											
		D	A	F	W	1	2	3	4	5	6
English	School	0	0	0	0	3	7	21	45	24	0
	National	0	0	0	0	1	6	16	45	31	0
Mathematics	School	0	0	0	0	0	3	24	66	7	0
	National	0	0	0	0	0	4	19	46	30	0
Science	School	0	0	0	0	0	14	14	41	31	0
	National	0	0	0	0	0	2	13	49	35	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	64	In Wales:	79
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- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

All the above school results are by teacher assessment. The national results are from the 2004 national tests which is the most recently available comparative data.

Appendix D

Evidence base of the inspection

Evidence base of the inspection

The inspection was carried out by a team of four inspectors who spent a total of seven inspector-days in school. In addition, a peer assessor worked with the team for two days.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, staff, governors and parents.
- Twenty-six questionnaire responses from parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the school day.
- Twenty-seven lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with staff regarding different aspects of the school.
- Registration sessions and assemblies were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school was examined.
- The deputy head teacher was the school's nominee and was present when inspectors held meetings.

After the inspection:

- Findings were shared with the school staff and governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context Summary and Recommendations Key Questions 5 and 6 Contributions to: Key Questions 1, 2 and 4 Science and art.
Mr Charles Brentnall Lay Inspector	Contributions to: Key Questions 1, 3 and 4
Mr Cliff Brace Team Inspector	Contributions to Key Question 3 Mathematics and geography.
Mr Mervyn Lewis Team Inspector	Key Question 7 Contributions to: Key Questions 1, 2 and 3 Welsh second language and history.

The contractor was:

Evenlode Education Ltd
8 Fisher Close
Duxford
Cambridgeshire
CB2 4XU

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

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

**Green Lane Junior School
Green Lane
Caldicot
Monmouthshire
NP26 4HD**

Summary for Parents

School Number: 679/2198

Date of Inspection: 14 – 15 November 2005

by

**Glyn Gaskill
5539**

Date: 16 January 2006

Under Estyn contract number: T/072/05

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A SUMMARY REPORT FOR PARENTS

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

The inspection of Green Lane Junior School took place between 14 and 15 November 2005. An independent team of inspectors, led by Glyn Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Summary

Green Lane Junior School is a good school because it cares for its pupils and gives them self-confidence and positive attitudes to learning and life. It has coped well with the several years of uncertainty regarding its existence. It is a popular school. Pupils academic achievement is average, overall. Steady progress has been made since the last inspection.

Table of grades awarded

The inspection team judged the school's work as follows:

Key question	Inspection grade
1. How well do learners achieve?	3
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?	3
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

Pupils' standards of achievement in lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	45%	0%	0%

Pupils' overall standards of achievement in these lessons are slightly above the Welsh Assembly Government's targets.

Subjects

Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
Subject 1: Welsh second language	Grade 3
Subject 2: Mathematics	Grade 3
Subject 3: Science	Grade 3
Subject 4: History	Grade 2
Subject 5: Geography	Grade 3
Subject 6: Art	Grade 3

Overall, pupils achieve average standards in their use of key and basic skills across the curriculum. Across the school, pupils make good progress and achieve good standards in the key skills of speaking, listening and reading.

Pupils make reasonable progress and achieve average standards in applying the skills of writing, mathematical skills, creativity and problem solving in various subjects. Pupils' creativity is adequately developed through writing in English, art and design technology. Problem solving skills are average in science but not sufficiently developed in mathematics. Pupils have an adequate knowledge of the culture and heritage of Wales. Pupils' bilingual development is average. Their ease of movement between Welsh and English is limited but they understand and correctly respond to bilingual commands and simple questions.

Pupils' use of information and communications technology across the curriculum is below average. Whilst pupils have made good use of the Internet and CDs to find relevant information for their studies in history, there is limited use of computers to promote understanding in many subjects.

In the 2005 National Curriculum assessments at the end of year 6 for the core subjects of English, mathematics and science, pupils' attainment was generally below the average in comparison with all schools and schools having similar free school meals entitlement, both locally and nationally. Results in science were particularly low. All these results were accurately predicted from testing of the pupils when they were in year 4 and the results met the targets agreed with the local education authority. Pupils do not perform as consistently well in National Curriculum assessments as they do in their day-to-day work. This is explained by the fact that pupils have no additional preparation time before these assessments take place. The National Curriculum assessments for the years 2000 to 2004 show standards have been generally steady at the expected level 4 and above but the proportion of the higher level 5 results have declined significantly.

Overall, pupils are making steady progress in acquiring new knowledge, skills and understanding across the curriculum. Across the school, pupils with special educational needs make good and, at times, very good progress towards the challenging individual targets set for them.

The development of pupils' personal, social and learning skills is good. Overall, pupils work conscientiously, concentrate well and use their time appropriately. Pupils have good moral values such as fairness and consideration for others. They are happy to wait for their turn and to work in a mature fashion at the tasks set for them. Pupils relate well to each other and to adults and are helpful, courteous and friendly. Bullying is not seen as an issue by parents or pupils.

The vast majority of pupils behave well. All pupils are fully aware of the school's high expectations for standards of behaviour and try hard to keep to the school rules. There is a small number of older pupils who are lively but teachers are successful in the careful management of their behaviour.

Pupils, appropriate to their age and ability, develop a practical understanding of their strengths and an awareness of targets for improvement, which have been set for them. They are realistic in their self-evaluation with outstanding examples shown by pupils with special educational needs. They show good social skills as they work together independently in pairs and in groups. These aspects set a firm foundation for their lifelong learning.

Pupils are suitably prepared for life in the community but their preparation for participation in the workplace is less well developed.

Throughout the school pupils have a good awareness of equal opportunity issues and respect the diversity of beliefs, attitudes and social and cultural traditions.

Attendance figures compare favourably with national and local averages for all and similar schools. Unauthorised absence is low. Good or improved attendance is recognised and rewarded.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	63%	37%	0%	0%

The overall quality of teaching across the school is a little better than the Welsh Assembly Government's targets. This is a steady improvement since the last inspection.

Teachers and learning support assistants know the pupils very well. Planning for lessons is thorough. Learning support assistants are very well briefed and most effective in their roles, particularly in supporting pupils with special educational needs. Teachers have a secure knowledge of a varied range of teaching approaches to different subjects, which they apply effectively. In all classes, teachers make good use of incidental Welsh throughout the day with instructions and questions.

All teachers make use of learning objectives, which are shared with pupils at the start of a lesson. The precision of these objectives, the way they are reflected in pupils' learning activities

and the use made for evaluating the effectiveness of the lesson are, however, too variable. Older pupils make very effective use of their individual, challenging targets for improvement set for English.

Pupils' work is regularly marked and there are several examples of comments, which help pupils make positive progress but this aspect is not consistently developed.

Teachers carefully plan for all pupils' to use the limited number of computers in each class to cover the subject of information technology. This leaves insufficient computer time to cover the application of information and communications technology across the curriculum.

The school carries out thorough, systematic and accurate assessments of pupils' attainment in English, mathematics and science. The assessment of other subjects is left to individual teachers. Overall, insufficient use is made of assessment to promote pupils learning as they work through a particular unit of work. This aspect is improving in mathematics and also where learning objectives are used effectively.

The school successfully meets the targets for pupils' attainment in the National Curriculum assessments at the end of year 6. The school effectively informs parents of their children's progress.

Pupils have full access to a broad and balanced curriculum, which meets statutory requirements. In several subjects, many of the tasks planned in lessons are insufficiently structured to take account of what pupils have, or have not, understood from their previous learning. This is more pronounced for older pupils. The curriculum is enriched by the provision of after-school clubs with sport featuring strongly. Educational visits make a suitable contribution to the curriculum.

The provision for promoting bilingual skills and reflecting the languages and culture of Wales has good features, which outweigh shortcomings. Overall, pupils' spiritual, moral and cultural development is promoted well. Pupils' personal, social and health education is well catered for through the curriculum and visitors to the school.

The overall quality of partnerships with parents, the local community and other schools is good. Links with parents are strong and reflect a good working relationship.

Parents are kept well informed about school life and have access to good quality information regarding their children's progress.

There is high quality of care, guidance and support for pupils. Provision for pupils with special educational needs is outstanding. All adults who work in the school know the pupils well. Pupils have confidence in the support they receive.

Leadership and management

All staff, governors and parents are committed to the common aim of making the best provision for pupils in the school. The school takes appropriate account of national priorities.

The head teacher provides good leadership but management procedures are too informal. The deputy head teacher makes a considerable contribution to the management of the school. There is a good team spirit amongst staff, despite the protracted uncertainty of the future of the school.

There have been several staff changes in recent times which has led to well thought out adjustments to the roles and responsibilities of staff. Unavoidably, these changes have had a negative effect on the management of subjects.

The governing body is well organised, knows the area very well and is well informed about school life. The combined prospectus and governors' annual report to parents has minor omissions and statutory requirements are not fully met. With this exception, the governing body meets its statutory obligations.

The school always looks for ways to improve and pays good attention to suggestions. What it lacks is a formal system to gather the views of staff, governors, parents and pupils and then include them in a practical development plan.

The current school development plan clearly lays out the intended improvements for the current year but there is not enough consideration for future developments. Procedures to see how effective improvements have been lack precision.

The continuing uncertainty of the future of the school has led to protracted frustrations in development planning. Planning for improvement of the accommodation has been very restricted and there has been a negative effect on staff recruitment.

There is an adequate number of suitably qualified teachers. The number of learning support assistants is barely sufficient to meet the needs of the school.

The school administrator, midday staff and the caretaker perform their duties effectively and efficiently. Daily routines are mainly smooth and well established. The building is kept very clean.

Overall, the accommodation is adequate for the number of pupils on roll and is managed very well.

The three classes for years 5 and 6 use demountable classrooms, set some way from and separate to the main building. These classrooms have outside toilets.

The school grounds are excellent. There are safe and spacious hard-surfaced playgrounds for all pupils, a garden and a wildlife area. There is a large, flat grassed area for sport and games which is well maintained.

The quantity and quality of resources for the subjects inspected are generally adequate. The limited quantity of computers in each classroom for information technology has a negative effect on standards in the application of information and communications technology across the curriculum.

The school has made steady progress since the last inspection. Overall the school achieves good value for money.

Recommendations

In order to improve the school needs to:

- R1 Address the shortcomings in subjects inspected and improve pupils competence in the application of information and communications technology across the curriculum.
 - R2* Further develop systems for assessment which are manageable and effective in raising standards.
 - R3 Establish a clear cycle of thorough self-evaluation, precise planning for improvement with critical and, where possible, quantitative evaluation of the results.
 - R4* Further develop the management role of the subject co-ordinator.
 - R5* Improve provision for pupils' access to computers.
 - R6 Ensure the combined school prospectus and governing body's annual report to parents meets statutory requirements.
 - R7 Work with the local education authority to urgently gain a decision from the area review of provision for primary education and ensure improved classroom accommodation for the year 5 and 6 pupils.
- The school has identified these areas in its development planning.

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

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.