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Report Reference T/58/01P

INSPECTION OF HIGH CROSS PRIMARY SCHOOL

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

The school is located on the outskirts of Newport in the village of Rogerstone. A number of pupils travel to the school from outside the catchment area. The number of pupils on roll has increased from 140 at the time of the last inspection in 1996, to its present number of 305.

According to the school, pupils on the whole come from homes which are described as neither prosperous nor economically disadvantaged. The intake covers the full range of ability. Around 16% of pupils are registered as being entitled to free school meals, which is below the local and national average.

Approximately 29% of pupils are on the school's register of special educational needs (SEN), the majority of whom are on stage 1 or 2 of the Code of Practice (CoP). Two pupils have statements of SEN.

Most pupils come from homes where English is the predominant language. Around 7% of pupils are from an ethnic minority background, 1% of whom speak English as an additional language.

The general aim of the school is to provide quality of education within a framework of quality of life. Major priorities for development, as outlined in the current School Development Plan (SDP), are related to improvements in literacy, numeracy, information and communication technology (ICT) and to the introduction of a whole school assertive discipline approach.

2. MAIN FINDINGS

The main findings of the report

High Cross Primary is a happy, caring and orderly community where pupils and adults work and interact well together.

Standards of achievement are satisfactory or better in 95% of lessons or part lessons observed. They are good in 50% of the lesson observations in Key Stage 1 (KS1). In Key Stage 2 (KS2), standards are good in 43% and very good in 18% of lessons observed.

The overall quality of provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

In KS1 and KS2, pupils' standards of achievement in the different subjects are as follows:-

Subject	KS1	KS2
English	Good	Good
Welsh second language	Satisfactory	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design & Technology	Good	Good
Information Technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical Education	Satisfactory	Satisfactory
Religious Education	Satisfactory	Satisfactory

In KS1, the school's results in NC Assessments for 2000 are above the national average in all subjects. In KS2 they are significantly above national averages in all subjects.

- The under-fives make good progress in applying their early literacy and numeracy skills across the curriculum. In KS1 and KS2, the standards achieved in the key skills of speaking and listening across the curriculum are good. Standards across the curriculum are satisfactory in writing and mathematics in both key stages and are unsatisfactory in ICT.
- The school has clear aims, principles and values which reflect a supportive and caring ethos. Pupils have a keen awareness of the difference between right and wrong. The school council successfully enables pupils' views to be represented. Opportunities are frequently taken to develop pupils' spirituality through the curriculum but acts of collective worship do not always contribute significantly to pupils' spiritual development.
- Overall standards of behaviour are good and effective practices and routines ensure the school is a caring, orderly and happy community. Pupils display a positive attitude to learning. They are attentive and work well both individually and as groups. However, in a small minority of classes where teaching lacks pace or during protracted periods when pupils are not actively engaged in learning, some lose concentration and show a deterioration in their behaviour.
- Attendance averages around 93%. A drop to just below 90% attendance during the summer term in two year groups is the result of family holidays taken in term time and the long term illness of a few individuals. An expectation that parents contact the school to explain absences helps to maintain unauthorised absences at a very low level.
- The quality of teaching is satisfactory or better in 87% of the lessons seen, of which about 44% is good and 15% is very good. Good practice was observed in

many classes through the school, with very good practice consistently observed towards the end of KS2. In the sessions where unsatisfactory teaching was observed, the pace was slow and the lessons inappropriately planned to meet the needs of all pupils.

- Useful portfolios have been compiled for each year group, which exemplify standards from planned classroom assessments. Where assessment is most useful, it supports pupils' learning and is used to inform planning on a day-to-day basis.
- The curriculum contributes positively to pupils' progress and achievement. Its delivery has many strengths but its planning has some shortcomings. Medium term planning in KS1 and 2 takes the form of useful curriculum maps which help to ensure continuity and progression. Weekly short term planning, however, does not include sufficient differentiation of work to meet pupils' needs and abilities.
- A wide variety of extra-curricular activities enrich the curriculum. Planned visits and visitors invited to the school make a positive contribution to learning.
- The organisation of registration, assembly and break times in KS1 does not allow sufficient time for teaching.
- Support and guidance in the school is good. Staff work hard to create a safe and secure learning environment.
- The provision for pupils with SEN is good and they have a positive attitude to learning and are keen to do well. The school makes every effort to ensure that pupils with SEN are given access to the full curriculum.
- Overall the school enjoys good partnership with parents, with nearby schools and the community. The school is developing good links with industry.
- The school has not yet established a culture of critical self-review but there have been recent initiatives to put this in place. At present there is no clear overview of these developments and they are not consolidated into an overall strategy for improvement.
- The headteacher, staff and governors work well as a team and are committed to providing a positive and caring community. The deputy headteacher works closely with the headteacher and ably supports the daily running of the school.
- The headteacher does not carry out regular assessments of provision and consequently shortcomings are not always speedily addressed.
- The members of the finance sub-committee work well with the headteacher and base their financial planning on good current data and sound projections. Steps are taken to evaluate the effects of major spending decisions to ensure the provision of good value for money.
- All teachers are suitably qualified and provide the school with a range of skills and experience. High quality displays in corridors contribute positively to the learning environment.

- The staff is generally well deployed, although not enough support is provided for the class with the largest number of pupils.
- In general, there is sufficient accommodation for the number of pupils in the school but, in some classrooms, overcrowding results in cramped and difficult conditions.
- One of the key issues identified in the previous inspection report has been fully addressed. The remaining three have been partially addressed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement overall are satisfactory or better in 95% of lessons or part lessons observed. They are good in 50% of lessons in KS1. In KS2 standards are good in 43% of lessons and very good in 18%.

- Children in the reception classes make good progress in all six areas of learning. Standards are good in the areas of language, literacy and communication skills, mathematical development, personal and social development, knowledge and understanding of the world and creative development.
- In KS1, standards are good in English, mathematics, science, design and technology, history, geography and art. They are satisfactory in all other subjects.
- In KS2, standards are good in English, mathematics, science, design and technology, history, geography and art. They are satisfactory in all other subjects.
- Boys and girls make similar progress. Pupils with special educational needs (SEN) often achieve well but the most able pupils are not always challenged sufficiently. On these occasions, their performance, relative to their ability, is lower than might be expected.
- In KS1, the schools results in National Curriculum (NC) Assessment are above national averages. In KS2, the school's results are significantly above national and local averages.
- In recent years the school has exceeded its targets for improvement.

3.2 Standards Achieved in Key Skills across the Curriculum

In the key skills of speaking, listening and reading, standards are good. In writing and numeracy, standards are satisfactory and in ICT, standards are unsatisfactory.

- The under-fives make good progress in applying their early literacy and numeracy skills within and across the six areas of learning.
- In both KS1 and KS2, pupils express themselves clearly and confidently. They carefully explain the processes by which they arrive at answers and conclusions,

using appropriate vocabulary.

- Throughout the school, pupils demonstrate good listening skills. They listen attentively in small group and whole class situations. Their responses indicate that they have listened carefully.
- Standards in reading are good in KS1 and KS2; pupils use a wide range of books and their research skills are developing well in relation to their ages and abilities.
- Pupils record their work suitably. KS1 pupils record interesting information about Victorian schools and the life of servants in the nineteenth century. In KS2, pupils write appropriately in producing newspaper articles and historical diaries; they make effective displays of detailed research on the island of St. Lucia and on the history of sailing boats.
- In numeracy, pupils in both key stages collect, represent and analyse data effectively in subjects such as science and geography. However, pupils are generally slow at mental calculations and this impedes their ability to solve challenging practical problems across the curriculum.
- Standards in the use of ICT across the curriculum are unsatisfactory. Pupils do not use ICT skills in a sufficiently wide range of contexts and, in both key stages, limited progress is made in applying these skills to support problem-solving activities.
- Pupils with SEN achieve good standards in speaking, listening and reading, relative to their age and ability. The skills which they acquire improve their access to the whole curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' social and moral development is good, and their spiritual and cultural development is satisfactory.

- The school has clear aims, principles and values which are reflected in a supportive and caring ethos. School and class rules are displayed throughout the school; pupils contribute to these rules and are familiar with them. They have a keen awareness of the difference between right and wrong.
- Opportunities for enhancing pupils' self-esteem and celebrating achievement are given high priority. New positive behaviour strategies, together with the established star pupil and star class systems, have a positive effect on pupils' behaviour and work. The school council, which meets weekly, is a successful vehicle for pupils' representation and encourages their participation in issues that are of interest to them in the daily life of the school.
- Pupils respect the viewpoints of others. They contribute to, and initiate, several charity appeals. They work well together in groups both inside and outside the

classroom. Social skills are well developed through contact with members of the local community and speakers from outside agencies who regularly visit the school. Pupils also benefit from various educational visits.

- Pupils have an awareness of other cultures and beliefs. They are given few opportunities to participate in Y Cwricwlwm Cymreig.
- Collective acts of worship are based on termly themes, however, the lack of detailed planning often results in the content of assemblies being inappropriate to the age and ability of the pupils.
- Pupils sing hymns but not all are attentive or participate appropriately in these acts of collective worship. Some are insensitive to the spiritual nature of the occasion. Although some reflection takes place, the opportunities are often limited and sometimes inappropriate.
- On most days, groups of pupils selected on a rotational basis from all classes, miss acts of collective worship so that they can undertake group reading. This does not comply with statutory requirements.
- The school has established effective links with local Christian places of worship. Members of these communities visit the school and make a significant contribution to collective worship.

4.2 Behaviour and Attitudes

Overall standards of behaviour are good and effective practices and routines ensure the school is a caring, orderly and happy community.

- Pupils are friendly and courteous to adults and generally interact appropriately with each other. They display a caring attitude towards others within the school and in the outside world. This is exemplified by their enthusiasm in fundraising for a range of charities.
- In general, pupils demonstrate a positive attitude to learning and are developing good listening skills. Most are very keen to contribute to discussions and group activities. However, in a minority of classes where teaching lacks pace or during protracted periods when pupils are not actively engaged in learning, a number lose concentration. This leads to a deterioration in their behaviour which affects overall standards in the class.
- Opportunities for pupils to work independently are sometimes limited but pupils respond well when allowed to do so.
- The school has basic policies on behaviour and prevention of bullying and operates a reward system for good or improved behaviour as well as sanctions for instances of poor behaviour. However, the bullying policy does not contain a clearly defined path of action to be taken in instances of bullying or a schedule for the involvement of parents. Pupils contributed to the current behaviour policy and to drawing up class rules.

- Around the school, incidents of inappropriate behaviour and any instances of bullying are dealt with promptly and effectively by teachers and supervisory staff.

4.3 Attendance

Attendance is satisfactory overall.

- Attendance averages around 93%. A drop to just below 90% attendance during the summer term in two year groups, is the result of family holidays taken in term time and the long term illness of a few individuals. An expectation that parents contact the school to explain absences helps to maintain a very low level of unauthorised absences.
- Registration is usually carried out efficiently and effectively. Registers are marked thoroughly and regularly and the statutory requirements of National Assembly for Wales Circular 3/99 are met. The headteacher and Education Welfare Officer (EWO) check and follow up pupils who display continuing patterns of authorised and unauthorised absences.
- Overall, punctuality is satisfactory. A number of pupils regularly arrive late at the start of the day but they quickly integrate into the class and do not disrupt the work of others.
- The school targets for attendance and the attendance policy do not plan for, or focus on, methods of improving attendance.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching overall is satisfactory or better in 87% of the lessons seen, of which about 44% is good and 15% is very good.

- The quality of teaching for children in the early years is good overall. Classes are well managed and organised and activities are varied. Lessons have a clear focus, are conducted at a lively pace and good questioning is used to promote learning. Planning, however, is not consistently based on the desirable outcomes of children's learning and the classroom environment does not always offer appropriate practical and creative experiences to enhance and enrich children's learning.
- In KS1, 81% of teaching is satisfactory or better, of which about 37% is good. Where teaching is good, lessons are carefully planned with focused objectives and good resources. Pupils are clear about what is expected of them and activities are well matched to pupils' needs and stage of development. Lessons are appropriately balanced to include well-structured practical activities that sustain interest and motivation and extend learning. Where teaching is unsatisfactory, the pace is slow, work is not sufficiently challenging and is inappropriately planned to meet the needs of all pupils. Introductions are overly long and the vocabulary

used is beyond the comprehension of many pupils who consequently lose concentration and become restless.

- In KS2, 87% of teaching is satisfactory or better, of which around 40% is good and 13% is very good. There is consistently very good practice towards the end of KS2.
- Where the best practice occurs, teachers are secure in their subject knowledge, and take into account the individual needs of pupils through carefully prepared lessons. Teachers and pupils display mutual respect for each other and have positive and productive relationships. Good classroom management and effective use of praise and encouragement motivates pupils to produce high quality work.
- Lessons are planned so that there is a balance between whole class, paired or group tasks and pupils engage in lively, focused discussion. Key concepts and subject specific words are introduced and carefully explained and open-ended questions are used to challenge and develop pupils' thinking.
- Where teaching is unsatisfactory, insufficient account is taken of pupils' individual needs. More able pupils are not sufficiently challenged. They often repeat familiar work and do not always make progress appropriate to their ability. Unsatisfactory teaching occurs very occasionally when teachers are insecure in their subject knowledge and unsure of how best to extend pupils' learning.
- The good relationships between teacher, classroom assistants and pupils greatly enhance the quality of teaching.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- There is a well structured whole school policy for assessment, recording and reporting, which describes the types and timings of assessments taking place in the school.
- A system of assessment for both core and foundation subjects has been introduced and useful portfolios have been compiled for each year group. These contain samples of work to exemplify standards from planned class assessments. Samples covering a range of abilities are collected and, following moderation, are annotated and levelled.
- Moderation of examples of mathematics and writing takes place once a term and helps ensure consistency of teacher assessment. Regular moderation of standards in the remaining subjects is not yet in place.
- Teachers' short term planning sheets allow the opportunity to assess by discussion, close observation or marking, and some teachers also follow the assessment guidance in the subject schemes of work. Where assessment is most useful, it supports pupils' learning and is used to inform planning on a day-to-day basis.

- Baseline assessments are undertaken for pupils in the reception classes. These are subsequently used to assess progress and inform planning appropriately. Pupils also undertake a range of standardised tests, throughout their school career.
- There are inconsistencies in teachers' marking. Where marking is good, it is linked to clear learning objectives and gives guidance related to the task. Teachers provide positive oral feedback during lessons.
- The school implements a range of screening and assessment procedures for pupils with SEN and data is used effectively to track pupil progress and to set targets in order to raise standards of achievement.
- NC assessments are analysed and data used to secure improvement in pupils' progress. This is particularly well developed in mathematics, where outcomes are used to inform future teaching and learning.
- Teachers keep record folders of their pupils' work, which contain data such as standardised tests, pupil's tracking forms, personal information and data transfer forms for those children moving to another school. Comments books are also kept by teachers for informal recording of observations.
- Teachers meet parents twice a year. Parents of Y2 and Y6 pupils have an extra meeting before the NC assessments take place in the summer. Annual reports to parents provide appropriate information on pupil strengths and weaknesses together with guidance on the way forward.

5.3 Curriculum

Overall the quality of the curriculum is satisfactory. The school provides a curriculum which is appropriately broad and balanced.

- The curriculum contributes positively to pupils' progress and achievement. Its delivery has many strengths but its planning has some shortcomings. Medium term planning in KS1 and 2 takes the form of useful curriculum maps which help to ensure continuity and progression. Weekly short term planning, however, does not include sufficient differentiation of work to meet pupils' needs and abilities.
- There is no overall curriculum policy and although the curriculum in KS1 and KS2 is broad and balanced, there is no system for ensuring that time is appropriately allocated to subjects.
- The organisation of registration, assembly and break times in KS1 does not allow sufficient statutory lesson time for teaching.
- Policies are in place for all subjects and religious education. Schemes of work are in place for most subjects but are variable in quality. The most effective schemes of work make clear reference to learning objectives and assessment criteria; they indicate the role of key skills and common requirements.
- Planning for the key skills and common requirements is identified by an icon in teachers' short term planning. Details of how these skills will be taught are not

indicated. There is no overall policy or curriculum map for the key skills.

- There is an appropriate policy for pupils' personal and social education; this policy includes a useful curriculum map.
- In the absence of a homework policy there is no consistency in the practice of setting home tasks and therefore variability in their impact on pupils' standards.
- A wide variety of extra-curricular activities enrich the curriculum. Planned visits and visitors invited to the school make a positive contribution to learning.
- There are no pupils for whom the NC is disapplied or modified.

5.4 Support, Guidance and Pupils' Welfare

The support and guidance provision in the school is good.

- Staff work hard to create a safe and secure learning environment for pupils.
- Security inside and outside the school buildings is appropriate and staff supervision of play is good. The infant yard is well enclosed but the area available in the junior playground is too small for pupils to play effectively and safely.
- An appropriate Personal and Social Education (PSE) policy and scheme of work combine with specific PSE lessons to help equip pupils with useful life skills. However, the sex education policy has not been communicated to, and agreed, by parents.
- There is an appropriate Child Protection Policy but there is no effective induction procedure which ensures that new staff are made aware of the required procedures.
- Pupils' views are valued and an elected School Council enables these individuals to contribute effectively to the school community.
- A good induction process is in place for new pupils entering the school from other schools and communities which involves pairing them with pupils already at the school.
- Appropriate arrangements are in place for first aid and for the storing and issuing of medication when required by individual pupils. Restrictions on accommodation are making the intention to establish a first aid room, problematic.
- The school has an appropriate Health and Safety (H&S) policy and risk assessments are up to date. An agreement with the Local Education Authority (LEA) to provide a professional 'Responsible Person' to overview H&S matters is being arranged.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is good

- The school's policy for SEN is appropriate and meets the requirements of the CoP. At present there are 92 pupils on stages 1-5 of the CoP, 39 pupils are on stage 1 and 49 pupils are on stage 2. Some of these pupils have been identified as having specific needs or abilities in English and mathematics. Two pupils have statements of SEN. Effective arrangements are in place for early identification.
- There is a designated governor with responsibility for SEN. This person is also the school's learning support teacher who provides good support in literacy and numeracy for two days each week in KS2. In KS1, the Nursery Nurse (NNEB) provides good support and conscientiously ensures that Individual Education Plans are implemented.
- The Learning Support teacher teaches KS2 pupils on a withdrawal basis. These sessions are planned to support the parallel mainstream work and are characterised by good practice. In KS1, the NNEB provides support both inside the classroom and on a withdrawal basis.
- An NNEB provides effective support for two statemented pupils in KS2.
- Individual Education Plans are in place for all pupils on stage 2 and above of the CoP. These are detailed and include sufficiently small steps to support learning. The plans are reviewed and updated, although target dates are not always detailed.
- Class teachers' planning for appropriately differentiated work within their mainstream classes is strengthened by the effective use of parallel planning documents. Classroom assistants provide good support.
- The school makes every effort to ensure that pupils with SEN are given access to the full curriculum. Liaison with outside agencies is good and effectively supports the school.
- Pupils with SEN have positive attitudes to learning and are keen to do well. They generally make satisfactory to good progress commensurate with their abilities and needs.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Overall, the school enjoys good partnerships with parents, with nearby schools, institutions and the local community.

- Generally, parents are supportive of the school and are informed about its work by a termly newsletter, the school prospectus and through formal and informal

contacts with teachers. An appropriate Home – School Agreement is in place.

- The school actively encourages parents' participation. A number of parents are regularly involved in supporting school activities in the classroom, coaching sports activities and helping to supervise on school visits. They make a positive contribution to school life. Pupils benefit from the training some parents receive from the organised 'Bookworm Reading Scheme' held at the school.
- The school enjoys good links with pre-school nurseries and play-groups and good pastoral transition arrangements are in place for pupils transferring to the local secondary school. Teachers ensure that appropriate data is transferred for each pupil. A comprehensive, cluster group policy for transition contains an action plan which is improving, the already good, formal curriculum links in most subjects.
- Good links have been made with the local community and effective use is made of the local environment as a resource for learning.
- The school has a productive partnership arrangement with initial teacher training institutions and welcome a number of secondary schools' work experience pupils and students to train for nursery nurse qualifications at the school each term.
- The school has effective links with the LEA and other agencies.

5.7 Partnership with Industry

The school is developing good partnerships with industry.

- Outside visits and visitors to the school help to make pupils aware of the world of work.
- There are examples of good projects which link pupils with local commerce and industry in a meaningful way and which are appropriately linked to topics that contribute to pupils' broader knowledge and understanding.
- The whole school co-ordination of links is a recent development resulting from discussions with the Education Business Partnership (EBP).

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation is satisfactory.

The school has not yet established a culture of critical self-review but there have been recent initiatives to put this in place.

- The schools analyses its Baseline Assessment and NC test results and uses the information to outline targets for improvement within the school development

plan. This process and the analysis of additional test data is done very thoroughly in mathematics, where the outcomes are used to set quantifiable targets for improvement in the SDP. Good use is also made of the analysis of pupils' responses to test questions in order to inform future teaching and learning.

- Currently, questionnaires are being used by the school to analyse the response of parents and the staff to systems of communication and aspects of the school's physical environment. The responses have been analysed thoroughly by a member of staff with a view to informing future developments within the school.
- The role of the Senior Management Team (SMT) is not fully utilised in the evaluation of teaching and standards. It is not sufficiently focussed on providing an effective structure to direct the development of the school and to impact on planning for improvement. Some teachers have the capacity to reflect critically on what they are doing and to consider how practices may be improved. They are undertaking a range of self-evaluation activities but there is no clear overview of these initiatives and they are often not consolidated into an overall plan for improvement.
- The SDP is suitably detailed and staff and governors have been fully involved in its construction. Some targets are well founded in a thorough analysis of strengths and weaknesses and there is a clear structure in the actions for improvement.
- Curriculum co-ordinators recently carried out an audit of their subject and used the outcomes to identify areas for improvement within the SDP. When sufficient time has been allocated, this has proved to be useful in identifying ways forward for their curriculum area. However, the monitoring of teaching and learning as a means of identifying strengths and weaknesses is underdeveloped.
- A self-evaluation document produced by the school provides information on the school's self-review strategies. It is largely descriptive rather than evaluative and does not fully outline the ways in which the school is addressing the shortcomings that it has identified as part of its self-evaluation process.
- The introduction of a school self-evaluation system is a major target in the current SDP.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are satisfactory overall.

The headteacher, staff and governors work well together as a team and are committed to providing a positive and caring school community.

The deputy headteacher works closely with the headteacher and ably supports the daily running of the school. They liaise appropriately with the SMT in a number of key areas. However, the SMT has not yet devised a strategic plan for improvement based on a thorough evaluation of the quality of provision. The headteacher does not carry out regular assessments of provision and consequently shortcomings are not always speedily addressed.

The school has yet to establish a systematic process of self-review based on a whole school vision for improvement. The monitoring role of subject leaders is developing but it is still not securely based on a rigorous evaluation of standards and the quality of teaching and learning in their subject area.

The governing body meets its statutory responsibilities and is aware and supportive of developments in the life and work of the school through their roles as link governors. School governors are not involved in raising standards and in the implementation and monitoring of the curriculum but the reporting of subject audits by curriculum leaders is helping to address this.

The governing body has committees for finance, premises and curriculum. The members of the finance sub-committee work well with the headteacher and base their financial planning on good current data and sound projections. Steps are taken to evaluate the effects of major spending decisions to ensure the provision of good value for money.

The day-to-day running of the school and administrative routines and procedures are effective. The headteacher is efficiently supported in this by the school secretary, who makes a positive contribution to the smooth running of the school.

The recommendations in the last audit report have been addressed.

6.3 Staffing, Accommodation and Learning Resources

Overall, the management of staffing, accommodation and resources is satisfactory with some significant shortcomings.

- All teachers are suitably qualified and provide the school with a range of skills and experience.
- The school has effective arrangements for identifying the training needs of staff. The INSET programme supports their continuing professional development and is linked to identified targets in the SDP or to personal needs. Some training is required to ensure that all staff match their teaching to the age and ability of the pupils in their charge.
- The staff is generally well deployed, although not enough support has been channelled into the classroom with the largest numbers of pupils. Effective procedures for induction of staff to the school are not in place. On occasions, this has a negative effect on the ability of new staff to perform effectively.
- The main buildings are in a good state of repair and, together with the grounds and outside play areas, are clean and well maintained. The school is well served by its ancillary staff, including the caretaker, canteen staff, cleaners, lunchtime supervisors and school crossing patrol officers.
- The physical environment is generally satisfactory, although there is some need for internal decoration. In some areas, such as corridors, high quality display work is exhibited. However, in classrooms, displays are not always used to enrich and extend pupils' learning across the curriculum.

- In general, there is sufficient accommodation for the number of pupils in the school but, in some classrooms, overcrowding results in cramped and difficult conditions. On occasions, this has a negative effect on standards.
- The children in the reception classes have no appropriate and secure outdoor play area to use throughout the year.
- The Infant building contains an adequately stocked library, while reference books for KS2 pupils are made available in the classrooms and the areas between classrooms.
- Learning resources are satisfactory overall, although there are gaps in some areas of the curriculum such as history at KS2, where resources are needed to support the new scheme of work. A range of educational visits and a residential outdoor pursuits course for Y6 are appropriately used to enhance pupils' learning.
- Some reception children do not have regular access to resources such as modelling materials, role-play outfits, sand and water to support their creative learning.
- The Infant area houses a new IT suite for the whole school but insufficient use is made of computers in the classrooms to promote pupils' work across the curriculum.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning

Language, Literacy and Communication skills

Good features

- Children listen attentively and enjoy stories. They describe everyday experiences clearly and respond readily to questions. Children understand that words and pictures convey meaning. They follow words in large texts with interest and their sight vocabulary is developing at an appropriate rate. Their understanding of letter sounds is good. The children enjoy books, many are beginning to develop reading skills and a minority have a growing understanding of such terminology as author, title and cover. When writing, children use symbols and letters as they begin to progress from mark making. They display an increasing control over letter formation. Children confidently use Welsh in response to simple greetings and basic questions.

Personal and Social Development

Good features

- All children work well individually and collaboratively, many understand the need to take turns in questioning and in sharing resources. The vast majority are sensitive to the needs of others and behave in appropriate ways, displaying suitable care, concern and respect. They develop a growing independence and tidy apparatus sensibly after activities. The children understand the need for order and agree appropriate rules and guidelines for the classroom. They understand clearly the need for cleanliness. They line up calmly and quietly when entering and leaving the room. All children are eager to explore new learning and to seek out answers.

Mathematical Development

Good features

- Children count confidently up to ten. Some count backwards from 10 correctly. They count to five in Welsh. They recognise numbers and most can match numbers to signs and sounds. Children identify correctly two-dimensional shapes and some know the number of sides in a shape. A minority identify some three-dimensional shapes. They copy and repeat patterns and have an increasing knowledge of mathematical relationships. Children sort objects effectively into sets and use simple mathematical terms in an appropriate manner. They compare the size of objects effectively. The children understand the purpose of money.

Knowledge and Understanding of the World

Good features

- In their work on change over time, children describe with growing understanding the differences between life now and life one hundred years ago. They confidently describe how they as individuals have changed. In their work on kitchens past and present they understand that electricity is transmitted along wires and that heat can be created through electricity. They fully appreciate that life was different in the past. Children display a growing awareness of the purpose of some local features and explain where local amenities such as the garage and shops are to be found. They explain in a basic manner where they live and how they arrive at school. They have an increasing understanding of the use of books as a source of information and are beginning to appreciate the differences in uses of a range of materials.

Physical Development

Good features

- When working outside, children use a range of small and large equipment and balancing apparatus with increasing skill. Their catching and throwing skills are developing well and they successfully throw objects into designated areas. Children confidently use a variety of tools to make marks on paper and form letters, patterns and pictures with accuracy. They handle pencils, crayons and

scissors correctly and carefully cut out objects with increasing dexterity.

Shortcomings

- When working with malleable materials, children's ability to control and shape materials is not fully developed. At times they play aimlessly with clay.

Creative Development

Good features

- Following a museum visit, children paint and reproduce works of artists with sensitivity and appreciation. They carefully sketch plants displaying good awareness of proportion. They use different media and enhance the quality of their work successfully using charcoal and chalk. Some children sensibly discuss and refine their work as they complete tasks. Their skills in colouring, cutting and pasting are progressing well. Children use sponge and paint effectively in marking out patterns of shapes. When performing songs and poems they enthusiastically respond to, and enjoy, music making. They can accurately name percussion instruments.

Shortcomings

- Pupils' ability to engage in role-play and imaginative drama is underdeveloped.

English

Standards are good in both key stages.

Good features

- In KS1, pupils speak confidently and clearly; they listen attentively and respond well to their teachers. They contribute well to class discussions and ask appropriately for further information when they require it. Older pupils respond to questions with well considered and extended answers; they empathise with the central characters when listening to stories.
- In KS2, pupils are keen to offer a variety of carefully thought out explanations within the context of class or group discussions. Older pupils participate enthusiastically in role-play activities; they listen attentively and express their viewpoints with clarity. Pupils engage willingly in discussion with adults.
- Pupils in both key stages read well; they have access to a variety of fiction, poetry and non-fiction texts.
- In KS1, the youngest pupils are able to read out their own work with confidence. They are building up a good knowledge of phonics. The majority of older pupils read with increasing independence, they make good use of phonics and other strategies to read unfamiliar words. They recall details from their reading and express their opinions thoughtfully. The most able can predict the endings of stories.

- At the end of KS2, pupils read with accuracy and fluency. They are able to refer appropriately to the text when offering explanations and comments. The most able have good higher order reading skills which they use to retrieve information from texts. Older pupils respond with enthusiasm to fiction books and read passages aloud with good expression. They make well considered comments about the descriptive language in poems they read in class. The youngest pupils use their reading appropriately to discuss animal habitats.
- Pupils in KS1 are, for the most part, making good progress in writing; they write for a variety of purposes. The youngest pupils copy simple words and phrases; the more able are starting to write independently with increasing confidence. Older pupils' write interesting stories. Where spellings are incorrect they are mostly phonically plausible. The most able pupils use imaginative vocabulary and punctuate their work accurately with full stops, commas, exclamation marks and speech marks.
- KS2 pupils write for an increasing variety of purposes and audiences, these include stories, myths, poems, diaries, newspaper articles and play scripts. Older pupils write independently making good use of descriptive vocabulary and phrases; they use paragraphs accurately. Less able pupils work with good effect in shared writing sessions which build up their confidence as writers.

Shortcomings

- In both KS1 and KS2, the quality of pupils' handwriting varies unduly and the presentation of their work is not always neat.
- Some younger pupils in KS2 do not accurately understand the tasks that they are asked to undertake and, consequently, often fail to complete their assignments.

Mathematics

Standards are good in both key stages.

Good features

- Pupils in KS1 are secure in ordering numbers to an appropriate level. Able pupils can recognise and write numbers to a thousand and beyond.
- Most pupils can recognise patterns in numbers and some can count quickly in tens and identify odd and even numbers.
- Older pupils can tell the time using o'clock and half past the hour.
- Pupils are developing a good knowledge of the vocabulary of mathematics which they use appropriately when solving simple problems.
- They have a sound knowledge of two-dimensional shapes and can describe some of their properties. Older pupils are confident in recognising three-dimensional shapes and the more able know about sides and faces.

- Younger pupils in KS2 sequence amounts of money in order of value and use their knowledge to solve shopping problems.
- They know what each digit in a number represents and accurately round numbers to the nearest ten, hundred and thousand.
- Some pupils have developed a range of methods to help them quickly calculate number problems.
- They recognise horizontal and vertical lines in the environment and demonstrate their understanding in their own designs and patterns.
- Pupils make good progress in their ability to name and describe two- and three-dimensional shapes and have a sound understanding of symmetry.
- They know the properties of regular triangles and are able to calculate the size of angles.
- Older pupils recognise parallel and perpendicular lines and accurately plot points using co-ordinates.

Shortcomings

- Able pupils in both key stages do not undertake sufficiently challenging work to extend their mathematical skills.

Science

Standards overall are good in both key stages with some examples of very good work in KS2.

Good features

- In KS1, pupils observe a range of objects using all their senses and select appropriate adjectives to describe them. Using only their sense of touch, some pupils are able to predict what an object might be and identify specific properties, which reinforce their prediction.
- Younger pupils describe the variety of actions they can perform with their hands and make simple records of their ideas. They compare how easily certain actions can be undertaken with their hands compared with their feet. The more able use magnifying glasses with reasonable care to observe their own skin and they talk about what they can see.
- Older pupils in KS1 use appropriate vocabulary to describe differences and similarities in the movement of various animals, including humans. They name the parts of an electrical circuit and explain what is needed to enable a bulb to light.
- They sort a list of activities and identify those which help to keep their bodies

healthy. They explain why regular exercise is desirable and some can describe changes to their skin and pulse rate after exercise.

- In KS2, younger pupils can draw accurate representations of shadows made by a variety of objects. They track apparent movements of the sun. They use appropriate language, such as 'transparent, translucent and opaque' when they discuss various materials and how shadows are formed.
- Older pupils know the relative positions of the sun, earth and planets in the solar system. They can explain the difference between a source of light, like the sun, and an object, which merely reflects light, like the moon, using a range of scientific vocabulary. They use models successfully to explain effects caused by the movements of the earth and the moon, such as lunar eclipses and phases.
- Pupils use comparative language in their work and some pupils can explain the necessity for repeating readings in their practical work and how anomalies in their results can arise.

Shortcomings

- Generally, pupils in KS2 are not secure in planning their own investigations and manipulating variables to produce a fair test.

Welsh second language

Standards in both key stages are satisfactory.

Good features

- At KS1 pupils listen attentively to adults and tape recorded stimuli.
- They use their developing vocabulary and language patterns with appropriate fluency and confidence. They engage in suitable role-play activities and are keen to perform songs and poems both individually and collectively.
- They construct simple sentences and provide appropriate responses.
- Pupils effectively apply their language skills in combination when listening, talking, writing and reading.
- At KS2, pupils produce small books related to past tense patterns in the context of holidays and can effectively substitute words and extend responses.
- Individually and collectively, pupils write interesting books based on the recurring language patterns of published texts and Big Books. They also adapt patterns, effectively changing positive statements to negative.
- Pupils' knowledge of terms related to the weather is developing satisfactorily. They reply to simple questions and create written dialogues. With prompting, they develop simple sentences.

- Pupils write sentences correctly describing where they are going and complete an elementary investigation relating to mode of transport.
- They use a widening vocabulary to describe pastimes and hobbies and some can tell the time.
- Pupils read Welsh well and generally with understanding.

Shortcomings

- Occasionally pupils' pronunciation at KS2 is unsure.
- Pupils' recollection of previously learned patterns is not secure.
- A significant number have difficulty in maintaining discussion and their responses are brief.

Design and technology

Standards are good in both key stages

Good features

- In KS1, pupils understand the purpose of a plan and confidently discuss ideas for their models.
- They work well together and share the use of tools and materials in their group tasks. They help each other when they assemble and join materials and usually select appropriate fastenings.
- They are able to talk about what they like and dislike about their models and make changes to improve them.
- Pupils in KS2 successfully base their textile designs on the colours of the tropical sea and the island of St. Lucia. They experiment with a range of materials to create an effective composite weaving.
- Older pupils are able to describe their plans and designs for salt dough jewellery. Their decorative skills and the quality of finishing techniques contribute well to the high standard of their finished product.
- Pupils discuss and share ideas and produce good quality illustrative sketches of their designs. They confidently experiment with a range of strengthening and joining techniques when they produce a prototype model.
- They are able to discuss the strengths and weaknesses of their models and suggest techniques for reinforcing, strengthening and improving them.

Shortcomings

- Pupils have insufficient skills in moulding malleable material such as dough and

clay in order to fulfill their design intentions.

Information Technology

Standards are satisfactory in both key stages.

Good features

- In KS1, the youngest pupils control the mouse with increasing accuracy and use paint programmes appropriately to experiment with colours and shapes. Younger pupils type their names and other short texts correctly; they are able to delete mistakes.
- A number of older pupils type sentences and print out their work independently. The most able pupils type sentences and paragraphs with a growing confidence; they underline text, use bold headings appropriately and add punctuation.
- In KS2, younger pupils use word processing programmes effectively to alter font, size and colour. They are able to copy text successfully from one document to another and import clip art.
- Older pupils make good use of the internet to find information from which they create attractive brochures for St. Lucia and useful documents on the solar system.
- The most able pupils make good quality presentations using slide show programmes. They use graphics to produce brightly coloured images and the oldest pupils use a digital camera ably, editing their images to good effect.

Shortcomings

- Pupils in KS1 and KS2 make little use of IT based simulations to explore aspects of imaginary situations and enhance their decision-making skills.
- Pupils rarely store information using tables and data-bases.
- Older pupils do not analyse data obtained from IT-based models or explore the effect of changing variables on such models. They do not discuss the suitability or accuracy of information for IT processing.

History

Overall, standards are good in both key stages.

Good features

- Pupils in KS1 are developing an awareness of the differences between the present and the past in their own and other people's lives. They are able to sequence events confidently and describe changes that have occurred in their own lives.

- They can answer questions about the past well by making simple observations from books, artefacts and photographs. They use a growing vocabulary identifying similarities and differences between household duties during Victorian times and the present day.
- In KS2, older pupils obtain information effectively from a variety of sources, including interviews and the study of artefacts, to gain an insight into what life was like during the second world war.
- Using pictures of Stuart ships, pupils work well together to collect information about key features of ships in the past to add to a class database. They compare and contrast vessels from the Roman and Stuart periods and give reasonable explanations for design differences that have occurred over time.
- In their discussions about pirates, they explain thoughtfully how some aspects of the past have been represented in different ways. They are developing understanding that historical statements must be justified by evidence.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in both key stages with some examples of very good work.

Good features

- Pupils in KS1 can describe their local area and name features such as rivers, roads, motorways and amenities in the vicinity.
- Pupils express views about their school buildings and grounds. They can describe features which they find attractive or unattractive and suggest simple improvements.
- Younger pupils draw simple maps well and describe personal journeys clearly, while older pupils in KS1 draw maps which incorporate keys. They use them to label and locate features locally or on a fictional island that they have read about. They make simple comparisons between their locality and that of the fictional island.
- Able pupils identify the countries of the British Isles and know where Newport is positioned on a map of Wales.
- Pupils in KS2 use geographical vocabulary about key river features with confidence. They offer explanations for the location of those features on a model of a mountain, which they have constructed.
- They describe, explain, analyse and interpret river features as they compare a variety of mountain models produced by other class members. They discuss ways

in which rainstorms could be modelled and they raise the possibility of other mountain shapes to investigate.

- Pupils accurately locate and name the major continents and oceans from a map of the world.
- Using St. Lucia as an example of an economically developing country, pupils competently compare the island with their own locality. They raise suitable questions about the island and use a variety of sources such as photographs and maps to research the answers.
- They compare the human and physical differences between Brecon and Newport using town maps. Throughout both key stages, pupils progressively develop effective mapping skills.

Shortcomings

There are no significant shortcomings.

Art

Standards are good in both key stages.

Good features

- Pupils in KS1 confidently investigate the properties of a range of materials. They know how to smudge charcoal, chalk and pencil to create different effects in their drawings from observation.
- Pupils mix colours and experiment well with paint of different consistency to produce imaginative and lively paintings.
- Older pupils understand that distant figures appear smaller and successfully create an illusion of depth in their near and far drawings.
- They demonstrate good control of media in their tonal experiments and transfer the skills they acquire to their observational drawings, which they effectively enhance with detail, tone and texture.
- Good standards are evident in printmaking in KS2. Pupils create an effective two-colour fabric print to illustrate their topic.
- Pupils can accurately describe the effect on objects of light from their classroom window. They use their knowledge to skillfully create shadow and form in their still life drawings.
- They are beginning to develop skills in the use of three-dimensional materials.
- Older pupils use the digital camera effectively to create computer-generated portraits, which they competently enhance with conventional media.

- At both key stages the visits to museums, galleries and craft centres has a positive influence on the standards that pupils achieve.

Shortcomings

- In some classes in KS2, sketchbooks are not used appropriately to record observations and generate ideas.

Music

Standards are satisfactory in both key stages.

Good features

- Pupils in KS1 and KS2 sing with clear diction.
- Younger pupils in KS1 successfully use clapping and un-tuned percussion instruments to create rhythmic accompaniments for each syllable in a group of words. They are able to maintain a steady beat whilst using un-tuned percussion to provide an effective accompaniment for a simple song.
- In KS2 pupils construct imaginative compositions which have a simple musical form. They use a range of appropriate stimuli for their compositions. They perform these works, often using a variety of dynamics. They appraise their work effectively.
- Pupils in KS2 sing accurately the two parts of a round.
- A number of pupils benefit from the range of instrumental tuition offered by peripatetic teachers.

Shortcomings

- Pupils in KS1 and KS2 do not always sing with confidence. Their singing often lacks expression and appropriate use of dynamics.
- Older pupils in KS1 are not able to maintain a steady beat; they are unable to keep time while playing a simple pattern on un-tuned percussion instruments.
- In KS1, pupils do not appraise their own performances or those of others.

Physical education

Standards are satisfactory in both key stages, with some examples of good work in KS2.

Good features

- In KS1, pupils are able to dress and undress independently and with appropriate speed.
- Older pupils in KS1 understand the need to warm up before and cool down after

vigorous exercise.

- Younger pupils in KS1 are able to stop and maintain a pose on command. The more able can hold a balance for a number of seconds. The majority can travel across a bench successfully in a variety of ways.
- They use a range of small apparatus with a degree of control and are developing their skills in throwing and catching.
- In KS2, older pupils can demonstrate competently a variety of methods of throwing and catching and use appropriate vocabulary to describe each pass.
- They link movements together and are beginning to respond imaginatively to music.
- The most able pupils respond to instructions immediately. They are able to incorporate skills effectively into team games. They discuss and evaluate tactics and apply them to games to make them easier, harder or fairer.
- The school offers a broad range of extra-curricular sport activities and these contribute positively to pupils' development in Physical Education.

Shortcomings

- In KS1, some pupils have difficulty in listening to, and following, instructions and are unable to demonstrate sufficient control in their performance.
- In KS2, pupils do not always demonstrate a strong awareness of their own and others' space.
- Pupils do not often reflect on their own or others' performance or offer suggestions for refinement.

Religious education

Standards at both key stages are satisfactory.

Good features

- In KS1, pupils have an appropriate knowledge of Christian festivals and important places.
- Pupils are familiar with stories of the Bible and, in particular, the life of Jesus. They re-tell Bible stories effectively.
- Pupils at KS1 and KS2 compose interesting prayers and are aware of their purpose and significance.
- Pupils sensitively discuss moral and social issues and the differences between right and wrong.

- At KS2, pupils benefit from visits to local churches and from talks by outside speakers.
- Pupils describe customs of the Islamic faith and name some features of a mosque.
- Pupils recall with enthusiasm, the creation as depicted in the Old Testament, noting what was created each day.
- Pupils write accounts about special journeys, places of pilgrimage and special places. The more able write accounts with clarity.
- When describing the Anglican Church, pupils accurately note features such as lych gate, font and lectern.

Shortcomings

- Pupils have an insecure knowledge of work previously covered, especially in religions other than Christianity.
- Pupils' ability to explain, and discuss features of religious belief and practice and to pose questions is limited.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The Key Issues identified in the last inspection were:

The school and the GB need to ensure that:

- i. existing good standards are maintained, and where appropriate, developed further in order to achieve higher standards;
- ii. schemes of work which identify clear expectations and learning outcomes for each year group in all subjects are further developed;
- iii. existing good practice in on-going assessment and moderation of pupils' work is disseminated throughout the school;
- iv. the role of the curriculum co-ordinator in monitoring and evaluating pupils' learning continues to develop.

Progress

- The school has maintained good standards in English and science and improved standards in mathematics. The thorough evaluation of pupils' attainment by the subject leader has been a key factor in raising standards in mathematics. Improvement has been made in some of the foundation subjects, notably art and geography at KS2, but issues remain to be addressed in information technology

and religious education.

- Schemes of work have been written to support most subject areas. The best examples are very well structured with clear evidence of how knowledge and skills develop through the school. Not all the schemes offer clear guidance and adequately support teachers in their planning for improvement.
- Good practice in assessment is now disseminated through the school with evident consistency in practice. Useful portfolios have been compiled for each year group which include samples of work covering a range of abilities which are levelled and annotated. Where assessment is most useful, it supports pupil learning and is used to inform planning on a day-to-day basis.
- The role of the curriculum co-ordinator is developing and some of the monitoring strategies utilised are contributing towards improvement. It is still not sufficiently focused on a rigorous assessment of standards and the quality of teaching in specific subject areas.

8.2 Key Issues for Action

In order to improve the quality of provision and raise standards still further, the school and governing body should:

- address shortcomings in those subjects identified as satisfactory;
- ensure consistency in the quality of teaching by disseminating the good and very good practice that exists as a means of raising expectations and providing experiences that challenge all pupils;
- refine strategic planning through improved monitoring and self-evaluation procedures;
- raise standards in key skills across subject areas, with particular reference to information and communication technology;
- increase the amount of teaching time in KS1 to meet National Assembly minimum recommendations.

All members of the inspection team wish to express their thanks to the teaching and support staff of the school, its governors, parents and pupils, for their co-operation and assistance in the course of this inspection.

APPENDIX

A. Basic Information About the School

Name of School	High Cross Primary School
School type	County
Age –range of pupils	4-11
Address of school	High Cross Drive, High Cross, Rogerstone, NEWPORT.
Post-Code	NP10 9AB
Telephone Number	01633 895472

Headteacher	Mr. David Evans
Date of appointment	January 1991
Chair of Governors/ Appropriate Authority	Mr John Roberts Newport County Borough Council
Registered Inspector	Linn Jones W245/78277
Dates of inspection	8 th – 10 th October 2001

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group		R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		37	38	54	36	29	50	57	301

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1	12.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25.6:1
Average class size, excluding nursery and special classes	27.3
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	97.6	93.8	93.9	94.54
Term 2	96.6	94.6	92.8	93.57
Term 3	92.4	92.7	91.8	92.3

Number of pupils excluded during 12 months prior to inspection.	None
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1:2000

National Curriculum Assessment KS 1 Results: 2000		Number of pupils in Y2: 30						
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	3	0	7	57	33	0
		National	0	4	15	64	17	0
EN: Reading	Teacher Assessment	School	3	0	7	57	33	0
		National	0	3	16	56	25	0
	Task/Test	School	3	0	10	53	33	0
		National	0	4	16	55	25	0
EN: Writing	Teacher Assessment	School	3	0	3	90	3	0
		National	0	5	16	69	10	0
	Task/Test	School	3	0	0	97	0	0
		National	0	6	12	73	8	0
EN: Speaking and listening	Teacher Assessment	School	3	0	10	53	33	0
		National	0	3	13	65	19	0
MATHEMATICS	Teacher Assessment	School	3	0	3	63	30	0
		National	0	2	12	66	20	0
	Task/Test	School	3	0	3	60	33	0
		National	0	3	11	65	21	0
SCIENCE	Teacher Assessment	School	3	0	3	60	33	0
		National	0	2	12	71	15	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	90%	In Wales:	78%

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

National Curriculum Assessment KS 2 Results: 2000										Number of pupils in Y6: 31		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	3	53	41	0
		National	0	0	2	1	1	6	21	48	21	0
Mathematics	Test/Task	School	0	0	0	0	0	0	3	41	53	-
		National	0	2	2	n	n	5	17	48	26	n
	Teacher assessment	School	0	0	0	0	0	0	3	44	50	0
		National	0	0	2	0	1	5	22	47	23	0
	Test/Task	School	0	0	0	-	-	0	9	44	44	0
		National	0	2	1	n	n	5	22	44	25	n
Science	Teacher assessment	School	0	0	0	0	0	0	0	41	56	0
		National	0	0	2	0	0	4	17	52	25	0
	Test/Task	School	0	0	0	-	-	0	0	38	59	-
		National	0	2	0	n	n	3	14	55	26	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	91%	In the school:	84%
In Wales:	63%	In Wales:	63%

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

D. The Evidence Base of the Inspection

The inspection was carried out by a team of five inspectors, including one lay inspector, who between them spent thirteen days in the school.

Prior to the inspection:

- questionnaires were distributed to all parents and 58 forms were completed and analysed;
- meetings were held with the headteacher, staff, governors and parents and 22 parents attended the parents' meeting;
- school documentation was examined.

During the inspection:

- 54 lessons or parts of lessons were observed;
- the work of pupils was examined;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in NC subjects;
- discussions were held with the headteacher, teaching and non-teaching staff;
- attendance registers, pupils' records and teachers' planning files were examined;
- inspectors attended collective worship.

E. Composition and Responsibilities of the Inspection Team

Linn Jones	1.0 2.0 3.1 5.1 6.1 6.2 8.1 8.2 7.0	Context Main Findings Standards Achieved Quality of Teaching Quality of Self-Evaluation and Planning for Improvement Leadership and Efficiency Progress Since the Last Inspection Key Issues for Action Mathematics Design & Technology Art
Derek Hobbs	4.2 4.3 5.4 5.6 5.7	Behaviour and Attitudes Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and Community, Schools and Other Institutions Partnership with Industry
Dafydd Roberts	5.5 7.0	Provision for Pupils with SEN Early Years Welsh Religious Studies
Gaynor Weavers	5.2 6.3 7.0	Assessment, Recording and Reporting Staffing, Accommodation and Learning Resources Science History Geography Physical Education
Brett Pugh	3.2 4.1 5.3 7.0	Standards Achieved in Key Skills Pupils' Spiritual, Moral, Social and Cultural Development Curriculum English Information Technology Music