

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**High Cross Primary School
High Cross Drive
Rogerstone
Newport
NP10 9AB**

School Number: 6802295

Date of Inspection: 03 December 2007

by

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78706**

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High Cross Primary was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of High Cross Primary took place between 03/12/07 and 06/12/07. An independent team of inspectors, led by Dr. David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. The school is located on the outskirts of Newport, adjacent to the M4 motorway. Pupils are accommodated in two school buildings. The outside play area is spacious, with a large field, pond and gardens.
2. The school caters for pupils between the ages of five and eleven and also rents a classroom to a private playgroup.
3. The school intake covers a range of abilities and socio-economic backgrounds, and over half the children come from outside the catchment area. Approximately 12 per cent of the children are eligible for free school meals, a figure which is below both the national and local averages.
4. Around 12 per cent of the pupils are identified as having special educational needs, and this is below the national average. Five pupils have statements of special educational needs. Currently, there are 252 pupils on roll and approximately 11 per cent of these are from ethnic minority backgrounds, five per cent of whom speak English as an additional language.
5. The head teacher was appointed in September 2007, three months before the inspection. During the inspection, one member of staff was away on sick leave and her class was taught by a temporary teacher who is newly qualified.
6. The school was last inspected in October 2001.

The school's priorities and targets

7. The school's current priorities and targets are to:
 - develop the learning environment in preparation for the foundation phase;
 - enhance the information technology provision to support learning;
 - further develop 'building learning power' to support lifelong learning;
 - further promote equality, diversity and achievement throughout the curriculum; and
 - further develop school self evaluation to promote continuous school improvement.

Summary

8. High Cross Primary is a good school where pupils achieve well and make good progress. Outstanding features include the learning experiences provided for pupils and the care, support and guidance available to pupils with additional learning needs.

Table of grades awarded

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

9. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5.5%	83.4%	11.1%	0%	0%

10. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target for Wales which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.

Areas of Learning for the Under-Fives

Area of Learning	Reception
Language, literacy and communication skills	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

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

Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

12. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with special educational needs, make very good progress and achieve well.
13. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing and in bilingual competence. Their progress in numeracy, problem-solving and creative skills is also good with no important shortcomings. In information and communications technology and in personal and social education skills they make outstanding progress.
14. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing, and in numeracy, problem-solving and creative skills. Their progress in information and communications technology and in personal and social education skills is outstanding. In key stage 1, pupils make good progress in developing their bilingual skills. However, in key stage 2 their progress in bilingual skills has good features that outweigh shortcomings.
15. In key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well above local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English were well above average, while those in mathematics and science were above average. The results have been consistently above average over the last few years. Girls performed marginally better than boys in English, mathematics and science.
16. In key stage 2 in 2007, the results in English, mathematics and science were above both national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also above national and local averages. When the 2007 results are compared with similar schools, results in English and mathematics are above average while those in science are well above average. Results in the core subjects have been consistently above average over the last few years. Girls outperformed boys in English, but there were no marked differences in performance in the other core subjects.

17. The progress that learners make in their personal, spiritual, moral, social and wider development is good with outstanding features. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
18. Pupils are well behaved throughout the school day. They are friendly, polite and courteous and they relate well to each other and to adults.
19. Pupils' awareness of equal opportunity issues is good with no important shortcomings.
20. Attendance figures overall have good features and no important shortcomings. Whole-school attendance for the last three terms prior to the inspection averages 93.4 per cent and exceeds the national and local averages for primary schools in Wales.

The quality of education and training

21. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	76%	13%	0%	0%

22. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).
23. Examples of outstanding teaching include:
 - teachers deploying a wide range of stimulating strategies to capture pupils' interest and attention; and
 - very effective use of the interactive whiteboard to promote discussion and enhance the learning experiences.
24. In lessons where teaching was judged to have no important shortcomings, the good features include:
 - a clear presentation of aims and objectives at the beginning of the lesson;
 - detailed knowledge and understanding of the subjects being taught;
 - consistent behaviour management which enables teachers to ensure that there is no inappropriate behaviour in lessons;
 - well planned, organised lessons, which capture pupils' interest and enthusiasm from the outset; and
 - effective use of learning support staff.
25. In the small number of lessons where teaching was judged to have some shortcomings, these include:
 - a lack of challenge in the tasks provided;
 - the pace of teaching slowing on occasions during the lesson;
 - behaviour management is insufficient to sustain pupils' concentration; and
 - teaching does not consistently promote pupils' bilingual skills.

26. The quality of assessment, recording and reporting has several good features that outweigh shortcomings and the school meets statutory requirements. In the core subjects, teachers retain comprehensive records of pupils' achievements, including detailed information on baseline attainment, pupils' performance in national tests and other standardised assessments. The school uses these sources of information effectively to identify those who need additional support.
27. The assessment of pupils' progress in the foundation subjects is an area for further development. Pupils are not yet fully involved in planning their own progress and improvement and many are unsure of the real purpose of assessment.
28. Annual reports to parents are informative summaries of pupils' achievements and parents have formal and informal opportunities to discuss their child's progress.
29. The school has good arrangements to meet the needs and abilities of the range of pupils. The school responds very well to pupils' learning needs and provides them with equal access to a rich, broad, balanced and interesting curriculum. Outstanding features include:
 - very detailed and thorough planning, with outstanding schemes of work;
 - the enrichment of the curriculum through first-hand experiences and a wide range of extra-curricular opportunities; and
 - the school's promotion of sustainable development and re-cycling.
30. The promotion of pupils' spiritual, moral, social and cultural development is a strength of the school and an outstanding feature. The provision for personal and social education is very good. *Y Cwricwlwm Cymreig* is promoted well across the school and is linked to many subject areas. However, arrangements to promote pupils' bilingual skills at key stage 2 are less well developed.
31. All adults in the school provide consistently good care and support in a happy environment. The school has a positive ethos, which is underpinned by a belief that every child matters and deserves an appropriate level of support, care and encouragement. There are clear, well-documented procedures to ensure pupils' well-being and safety while in the school's care. The school actively encourages pupils to develop a healthy lifestyle.
32. The overall provision for pupils with additional learning needs is good with outstanding features. The head teacher, special educational needs' co-ordinator and members of staff work extremely well together to identify pupils with special educational needs and to provide them with an outstanding level of support.
33. Pupils with special educational needs have clearly documented individual education plans and these are reviewed regularly.

34. The school is fully committed to equal opportunities and members of staff strive to ensure that pupils, whatever their background, ability, need or ethnicity, have equal access to the wide range of activities.

Leadership and management

35. The newly appointed head teacher has a clear sense of direction and purpose for the school and high expectations of members of staff and pupils. He has already completed several plans that demonstrate his priorities for future development. He is well supported by an effective deputy head, a senior management team and hard working and dedicated teachers who play an active part in the decision-making process. There is a very strong sense of shared purpose and the ethos of working closely together as a team is perceived as one of the school's strengths.
36. The overall quality of subject leadership and management is good with no important shortcomings. There is a strong drive, at all levels of management, for continuing improvement. The school considers national and local priorities well; for example, it has improved markedly the provision for information and communications technology.
37. Governors are well informed and very supportive of the school. The governing body is actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors understand their responsibilities and are well placed to help the school in its strategic planning. They meet regulatory and statutory requirements.
38. The school's self-evaluation report, which was prepared before the inspection, is a clear overview of the school's strengths and areas for development and has many good features. But the school was over generous in awarding grades for the key questions and the inspection team matched the judgements of the school in one of the seven key questions.
39. The school has successfully developed a self-critical culture and the new head, together with members of staff, are keen to further develop the school improvement cycle to build on the good standards that the pupils already achieve. The school has put in place good self-evaluation procedures in the core subjects that are comprehensive and systematic; however, these are not yet fully developed in the foundation subjects.
40. The school takes good account of the views of governors when evaluating the work of the school and prioritising areas for development. The school has actively sought the views of parents through questionnaires and the school web site. The school has already identified 'listening to learners' as a priority for development.
41. Progress since the last inspection has been good and the school can show that there have been improvements in many areas.

42. The school has a suitable number of well-qualified and experienced members of staff. Learning support assistants work very well with teachers to plan, deliver and evaluate the curriculum. This is a notable strength of the school.
43. Overall, good features outweigh shortcomings in relation to the adequacy of learning resources. Resources for information and communications technology are particularly good. However, following the closure of the school library and the distribution of books around classes, resources have become diluted and pupils note the lack of good reading books. Overall, there is a lack of good quality reading materials, particularly in English and Welsh at key stage 2.
44. The school buildings are welcoming and accommodation is adequate for the number of pupils on roll. The school makes economic, efficient and effective use of the resources available. The head teacher and governors are good at identifying unused space for teaching and learning activities. Priorities for school development are well planned, fully costed and kept under review to ensure cost-effectiveness. The school achieves good value for money.

Recommendations

45. In order to improve, the school needs to:
- R1 raise the standard of pupils' bilingual skills at key stage 2;
 - R2 continue to develop assessment procedures in the foundation subjects and involve pupils more in the evaluation of their own work;
 - R3 build on existing good practice to develop self evaluation further; * and
 - R4 improve reading resources in English and Welsh, particularly at key stage 2.

* Aspects of these are already identified by the school as priorities.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

46. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team judged that there were insufficient outstanding features in this key question to award a grade 1.
47. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5.5%	83.4%	11.1%	0%	0%

48. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target for Wales which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.

Areas of Learning for the Under-Fives

Area of Learning	Reception
Language, literacy and communication skills	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

49. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
50. Baseline assessment indicates that children enter school with attainment and skills that are about average. However, children under five make good progress in line with their age and ability.

Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

51. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with special educational needs, make very good progress and achieve well.
52. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing and in bilingual competence. Their progress in numeracy, problem-solving and creative skills is also good with no important shortcomings. In information and communications technology and in personal and social education skills they make outstanding progress.
53. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing, and in numeracy, problem-solving and creative skills. Their progress in information and communications technology and in personal and social education skills is outstanding. In key stage 1, pupils make good progress in their bilingual skills. However, in key stage 2 their progress in bilingual competence has good features that outweigh shortcomings.
54. In key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well above local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English were well above average, while those in mathematics and science were above average. The results have been consistently above average over the last few years. Girls performed marginally better than boys in English, mathematics and science.
55. In key stage 2 in 2007, the results in English, mathematics and science were above both national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also above national and local averages. When the 2007 results are compared with similar schools, results in English and mathematics are above average while those in science are well above average. Results in the core subjects have been consistently above average over the last few years. Girls outperformed boys in English, but there were no marked differences in performance in the other core subjects.
56. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The vast majority work diligently in lessons, they are keen to join in the activities prepared for them and are enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
57. The progress that learners make in their personal, spiritual, moral, social and wider development is good with outstanding features. Pupils very successfully

develop their personal values, together with a respect for, and an understanding of, the values of others. They are very enthusiastic to broaden and develop their own understanding of moral and social issues and they demonstrate exemplary levels of tolerance, honesty and respect.

58. Pupils are well behaved throughout the school day. They are friendly, polite and courteous and they relate well to each other and to adults. They move sensibly in and around the school. Older pupils, in particular, demonstrate qualities of mature citizenship within the school community and reflect pride in their personal successes and those of the school in general.
59. Pupils' awareness of equal opportunity issues is good with no important shortcomings. They take an active part in the life and work of the school through the School Council, involvement in extra-curricular activities and in lessons. They demonstrate a good level of respect for diversity within society.
60. Learners prepare well for participation in the workplace and the community. They raise funds for local and national causes and they visit many different places, such as local businesses; this ensures that they have a good understanding of community-related and global issues.
61. Attendance figures overall have good features and no important shortcomings. Whole-school attendance for the last three terms prior to the inspection averages 93.4 per cent and exceeds the national and local averages for primary schools in Wales. Although well over half the pupils on roll travel from outside the catchment area, almost all arrive on time at the start of the school day. Registration is completed promptly at the beginning of the morning and afternoon sessions. The school had no unauthorised absences within this period and there have been no exclusions for a number of years.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

62. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify a sufficient number of outstanding features in this key question.

63. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	76%	13%	0%	0%

64. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).

65. Examples of outstanding teaching include:

- lessons moving at a very brisk and challenging pace;
- teachers deploying a wide range of stimulating strategies to capture pupils' interest and attention; and
- very effective use of the interactive whiteboard to promote discussion and enhance the learning experiences.

66. In lessons where teaching was judged to have no important shortcomings, the good features include:

- a clear presentation of aims and objectives at the beginning of the lesson;
- detailed knowledge and understanding of the subjects being taught;
- consistent behaviour management which enables teachers to ensure that there is no inappropriate behaviour in lessons;
- well planned, organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps;
- teaching which meets learners' individual needs flexibly;
- purposeful use of questioning techniques to promote active learning; and
- effective use of learning support staff.

67. In the small number of lessons where teaching was judged to have some shortcomings, these include:

- a lack of challenge in the tasks provided;
- the pace of teaching slowing on occasions during the lesson;
- behaviour management is insufficient to sustain pupils' concentration; and
- teaching does not consistently promote pupils' bilingual skills.

68. The quality of assessment, recording and reporting has several good features that outweigh shortcomings and the school meets statutory requirements. In the core subjects, teachers retain comprehensive records of pupils' achievements, including detailed information on baseline attainment, pupils' performance in national tests and other standardised assessments. The school uses these sources of information effectively to identify those who need additional support.
69. The assessment of pupils' progress in the foundation subjects is an area for further development. Teachers mark work regularly and they set learning targets which are displayed in various ways throughout the school. However, pupils are not yet fully involved in planning their own progress and improvement and many are unsure of the real purpose of assessment.
70. Annual reports to parents are informative summaries of pupils' achievements and parents have formal and informal opportunities to discuss their child's progress. Reports to parents meet requirements. They provide useful information to parents about their children's personal development and about what they have studied. In addition, they indicate what children know, understand and can do. The reports provide targets that are intended to help children to improve the quality of their work. Parents do not have opportunities to provide written comments on the reports.

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

Grade 1: Good with outstanding features

71. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
72. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Pupils benefit from a wide range of stimulating learning experiences which encourage independence and self esteem.
73. The school responds very well to pupils' learning needs and provides them with equal access to a rich, broad, balanced and interesting curriculum. Outstanding features include:
 - very detailed and thorough planning, with outstanding schemes of work in most areas;
 - the promotion of pupils' spiritual, moral, social and cultural awareness;
 - the enrichment of the curriculum through first-hand experiences and a wide range of extra-curricular opportunities; and
 - the school's promotion of sustainable development and re-cycling.
74. The curriculum is equally accessible to pupils of all abilities and reflects the published aims of the school. Extension activities are weaved into the

planning so that more able pupils and those with special educational needs benefit from systematic and sensitive support. Pupils who have English as a second language also benefit from the very well planned provision and support. The school meets all legal and course requirements in full.

75. Schemes of work for individual subjects are very thoroughly planned to ensure very good coverage of the programmes of study and they build systematically on existing knowledge, understanding and skills. Links are made between subjects to ensure that learning experiences are meaningful and stimulating. There is a very good balance between subject teaching and topic work. This is an outstanding feature of the school.
76. There are appropriate strategies in place to map opportunities to develop the key skills. This provision has been developed since the last inspection and the integrated whole-school approach is having a marked impact on standards. Pupils' information and communication technology skills, in particular, are very effectively developed across the school.
77. The curriculum is very successfully enriched by a wide range of very good quality extra-curricular activities which enhance many areas of school life: these include sporting, creative, environmental and language clubs. These extra-curricular activities are very well supported. This is an outstanding feature of the school's life and work.
78. There are very well planned visits to places of interest, for example, year 2 pupils visit Caerphilly castle as part of their work on castles and year 5 pupils carry out geography field studies as part of their project on rivers. Older pupils have opportunities to attend a residential outdoor pursuit centre at Brecon. In addition, a large number of visitors come to school and share their experiences with pupils.
79. The promotion of pupils' spiritual, moral, social and cultural development is a strength of the school and an outstanding feature. Daily acts of collective worship are very well planned and provide many opportunities for pupils to acquire an understanding of their own and other people's ideas.
80. There is strong emphasis on ensuring that pupils are polite to one another and to members of staff and visitors. There are many opportunities for pupils to develop their social skills and they participate enthusiastically as reading buddies, peer mediators, members of the Eco committee and as school councillors. In addition, they raise money for local, national and international charities such as the Madeleine McCann appeal, Food Aid, Comic Relief, Macmillan and the British Legion Poppy Appeal.
81. The school provides a wide range of cultural experiences and pupils are actively encouraged to consider their place in the community and the wider world. The school promotes pupils' understanding of multi culturalism very well through personal and social education, religious education and geography and through a range of visitors to the school. Pupils are given opportunities to debate subjects such as prejudice and racism, they are encouraged to show

respect for different cultural traditions and faiths and they learn about festivals such as Divali and the Chinese New Year.

82. The provision for personal and social education is very good. The coverage of personal and social education is successfully integrated throughout the curriculum and clearly identified in planning. There is a very clear and comprehensive scheme of work and very effective use is made of sessions such as 'circle time' to discuss various issues with pupils.
83. The school's partnerships with parents, the local community, other schools and colleges are good. The vast majority of parents are generally supportive of the school and they express satisfaction with the aims and values of the school. The school enjoys good links with nearby institutes of higher education. Community links are also good and the school choir, for example, performs in community events, church services and at the Mayor's Mansion.
84. The school's commitment to work-related education is good and a range of productive partnerships enriches pupils' learning. The school has effective links with the Education Business Partnership and a number of industrialists visit the school to share their experiences. A member of staff will soon be spending a year's secondment with Welsh Water.
85. *Y Cwricwlwm Cymreig* is promoted well across the school and is linked to many subject areas. The school Eisteddfod is an important event in the school's calendar and pupils are given many opportunities to extend their knowledge and understanding of the culture and heritage of Wales. However, pupils' bilingual skills are less well developed at key stage 2.
86. The school effectively tackles social disadvantage, challenges stereotypes and promotes equal opportunities for pupils. Opportunities to challenge stereotypes are built into many lessons and pupils are strongly encouraged to treat others fairly.
87. The school very successfully promotes education for sustainable development and global citizenship. This is an outstanding feature of the life and work of the school. The whole school community actively promotes recycling schemes and an enthusiastic and well organised Eco committee has organised a large number of successful initiatives which have led to the Green Flag award. Pupils have established a successful daily, fruit tuck shop and, working with various members of the community, they successfully grow herbs and vegetables.
88. Opportunities to develop pupils' entrepreneurial and decision-making skills have good features that outweigh shortcomings. The school has recently become involved in the Dynamo Project with the intention of improving pupil's entrepreneurial skills. It is intended that this will help to establish further links with the local secondary school.

89. The school is effectively laying the foundations for lifelong learning and community regeneration and national priorities are well reflected in the life and work of the school.

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify a sufficient range of outstanding features in the provision.
91. All adults in the school provide consistently good care and support in a happy environment. Relationships are good. The school has a positive ethos, which is underpinned by a belief that every child matters and deserves an appropriate level of support, care and encouragement.
92. There is good daily, informal contact with parents and the vast majority are supportive of the school and value the approachability of all members of staff. They feel that the school has a genuine open door policy. Parents are invited into school for open afternoons and this enables them to see and work with their children. The school has a number of parent helpers.
93. Pastoral support and guidance are good features of the school. The school works well with a wide range of professionals and external agencies to ensure that pupils with additional needs are well looked after. Staff work effectively as a team and there is a good community spirit. Parents and carers have confidence in the care that is provided and they are invited regularly to become involved in discussions concerning the progress and well-being of their children.
94. The school has a well-structured and co-ordinated guidance programme that takes good account of health education and personal and social education. The quality of relationships between teachers, pupils and support staff is good, and initiatives such as the Golden Letterbox, circle time and peer mediators make a positive contribution to the school's provision.
95. The way that the school helps younger children settle quickly and prepares older pupils for their next classes is good. Children spend time getting to know their next class teacher and year 6 pupils visit their new secondary schools. There are also programmes in place to help those pupils who may find the transition to secondary school difficult.
96. Overall, pupils' attendance, punctuality, behaviour and performance are carefully monitored. Good procedures exist to contact the appropriate authorities should non-attendance, punctuality or behaviour of a pupil give cause for concern. First-day calling is not operated at the school.

97. There are clear, well-documented procedures to ensure pupils' well-being and safety while in the school's care. The school actively encourages pupils to develop a healthy lifestyle and to take healthy snacks of fruit at break-times. The school regularly undertakes risk assessments and an annual audit is carried out to ensure that the school complies with health and safety requirements.
98. The school's policies and procedures for child protection are good and regularly reviewed. The head teacher is the designated member of staff. Members of staff, with the exception of some lunchtime supervisory staff, have received relevant training to recognise the possible signs of abuse.
99. The overall provision for pupils with additional learning needs is good with outstanding features. The head teacher, special educational needs' co-ordinator and members of staff work extremely well together to identify pupils with special educational needs and to provide them with excellent support. The school's assessment system enables these pupils to be tracked, monitored and supported as they progress through the school. There are very good links with appropriate authorities to provide very effective support for pupils whose first language is not English.
100. Pupils with special educational needs have clearly documented individual educational plans and these are reviewed regularly. Parents are invited to attend review meetings and are fully consulted. Pupils with special educational needs have individual targets.
101. Pupils with special needs receive support both in classrooms and in withdrawal groups. The overall quality of the support they are given is outstanding and this contributes to the good progress that these pupils make. Gifted and talented pupils are clearly identified in English and mathematics and the support provided for them in specific writing groups is a strength of the school.
102. The support provided for the very small minority of pupils with challenging behaviour is also outstanding and enables these pupils to take part in all school activities without impeding the progress of others. The individual plans for these pupils have specific targets, they are monitored regularly and are very effective. There have been no exclusions in the recent past.
103. The school council is well established and extremely effective. Pupil councillors are pro-active and enthusiastically encouraged to communicate their ideas and findings to the school community. For example, the school council has actively looked at the issue of bullying and recently run a campaign to tackle the very few examples of bullying that arise occasionally. They make effective presentations to the school and sell anti-bullying wristbands to fellow pupils.
104. The school considers that harassment, bullying and any forms of oppressive behaviour or racial discrimination are serious matters and these are dealt with quickly and effectively. Policies and procedures are appropriate for dealing

with these issues and are clearly understood by pupils, members of staff, parents and carers alike. The school's website, for example, has an anti-bullying forum, peer mentors operate around the school and the key stage 1 play-area has a designated 'friendship' area. The school also operates a 'golden letter box' where pupils can report and celebrate instances of kindness and support. These arrangements are strengths of the school.

105. The school is fully committed to equal opportunities and members of staff strive to ensure that pupils, whatever their background, ability, need or ethnicity, have equal access to the wide range of activities. Different groups of pupils are carefully monitored to ensure that they are not placed at a disadvantage.
106. The school promotes pupils' understanding of diversity and race relations well through, for example, personal and social education programmes, religious education and assemblies. There are suitable race equality and multi-cultural policies and action plans.
107. The school's disability action plan is well implemented and every effort is made to ensure that disabled pupils are treated equally and do not suffer from less favourable treatment. The school is involved with stakeholders and other schools in its cluster to provide an effective Disability Equality Scheme.

Leadership and management

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

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify a sufficient number of outstanding features in this key question.
109. Although the head teacher only commenced his duties in September 2007, he has been fully involved in the preparations for the inspection. He has a clear sense of purpose for the school and high expectations of members of staff and pupils. He has already completed several plans that demonstrate his priorities for future development and he has an appropriate grasp of the school's current strengths and areas for development.
110. The head teacher is well supported by the deputy head, a senior management team and hard working and dedicated teachers who play an active part in the decision-making process. There is a very strong sense of shared purpose and the ethos of working closely together as a team is perceived as one of the school's strengths. Lines of communication and routines are good and these allow the daily work to proceed smoothly. There are regular meetings to discuss a range of issues appertaining to the daily life of the school.
111. The overall quality of subject leadership and management is good with no important shortcomings. All subject co-ordinators have been closely involved in policy-making and they have designed and implemented extremely good schemes of work. They have also been encouraged and empowered to develop new teaching and curricular strategies, which have also had a good impact on standards.
112. There is a strong drive, at all levels of management, for continuing improvement. Challenging targets are set for examination results, teaching and learning and for all aspects of provision and practice. The senior management team reviews progress against targets regularly in its meetings.
113. The school considers national and local priorities well. It has concentrated, for example, on developing information technology and there are very effective resources in place as a result of this campaign. It also focuses well on issues such as the introduction of the new foundation phase.
114. Systems to support, develop and improve the performance of members of staff are developing well. Performance management procedures are well embedded in the life of the school and targets set have had a positive influence on school improvement.
115. Governors are well informed and very supportive of the school. They know the local community well and appreciate the vital contribution the school

makes to it. The governing body is actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors understand their responsibilities and are well placed to help the school in its strategic planning. They meet regulatory and statutory requirement.

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify a sufficient number of outstanding features in the provision.
117. The school's self-evaluation report, which was prepared before the inspection, is a clear summary of the school's strengths and areas for development and has many good features. However, the school was over generous in awarding its grades to the key questions and some parts of the report are often descriptive and do not consistently evaluate how actions taken have improved standards. The inspection team matched the judgements of the school in one of the seven key questions.
118. The head teacher, members of staff and governors are fully committed to school improvement and they have a commendable determination to achieve excellence in all aspects of the life and work of the school. The school has successfully developed a self-critical culture and the new head, together with members of staff, are keen to further develop the school improvement cycle to build on the good standards that the pupils already achieve.
119. The school has put in place good self-evaluation procedures in the core subjects that are comprehensive and systematic; as yet, however, these are not fully developed in the foundation subjects. Subject leaders in the core areas monitor teaching and learning, collect a substantial amount of data and make informed judgements that have a positive impact on the quality of provision and standards.
120. The school takes good account of the views of governors when evaluating the work of the school and prioritising areas for development. The school has actively sought the views of parents through questionnaires and the effective school web site. However, in the pre-inspection questionnaires a sizeable minority of parents expressed the desire to become more involved in the life of the school.
121. The school's priorities for improvement are well grounded in the outcomes of the self-evaluation process. The school's development planning provides a clear rationale and challenging targets. Success criteria are sharply focused and time-scales clearly established. The school improvement plan is a good working document that sets out the school's priorities clearly. The priorities

are generally well supported through the adequate allocation of resources. The school's priorities and targets for different groups of pupils are realistic and often challenging.

122. Progress since the last inspection has been good and the school can show that there have been improvements in many areas, for example, in the standards that pupils achieve and particularly in the use of information and communications technology across the curriculum.

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team do not match the judgement of the school in its self-evaluation report because some shortcomings were identified in the adequacy of learning resources.
124. The school has a suitable number of well-qualified and experienced members of staff. The school uses its resources for workforce remodelling well. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. Learning support assistants work very well with teachers to plan, deliver and evaluate the curriculum. This is a notable strength of the school.
125. The school makes good use of members of staff with specialist skills; this is particularly effective in such areas as information and communications technology, music and physical education.
126. Effective administrative support is provided which ensures that the life of the school runs smoothly and efficiently. The caretaker, cleaning staff and lunchtime supervisory assistants are valued members of the school team and make an important contribution to the school community.
127. Overall, good features outweigh shortcomings in relation to the adequacy of learning resources. Resources for information and communications technology are particularly good: there are interactive whiteboards in all the teaching areas and a mobile trolley is used to convey laptop computers to the classes. However, following the closure of the school library and the distribution of books around the classes, resources have become diluted and pupils complain of a lack of reading books. Overall, there is a lack of good quality reading materials, particularly in English and Welsh at key stage 2.
128. Overall, the school buildings are welcoming, secure and well organised and accommodation is adequate for the number of pupils on roll. New windows have been installed and all-weather awnings erected outside the classrooms of the Sunshine Building in anticipation of the foundation phase. A private playgroup operates in part of this building. Both school buildings are in good condition. There is also a separate school dining hall and kitchen. There is a 'Dig for Victory' garden where pupils grow their own produce and a memorial

garden with a pond. However, parking facilities are limited. The school grounds are well maintained and litter free.

129. The classrooms, corridors, and communal areas are attractive, well organised and pleasantly decorated. Displays around the school highlight pupils' work, celebrate their achievements and are of good quality. Books and displays associated with classroom themes are attractive and help to reinforce and extend pupils' learning.
130. The school makes economic, efficient and effective use of the resources available. The head teacher and governors are good at identifying unused space for teaching and learning activities. Priorities for school development are well planned, fully costed and kept under review to ensure cost-effectiveness. The school achieves good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

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

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

132. Children listen attentively to each other and to adults when working as a class, in pairs and small groups. They speak clearly when talking to adults and respond well to simple instructions and greetings given in Welsh. They participate well in imaginative role play in their class Post Office and express their ideas confidently. Children have a good knowledge of nursery rhymes and recite them enthusiastically with a brisk sense of rhythm.
133. Reception children recognise their names and self-register confidently choosing dinner or sandwiches appropriately. Children understand that words carry meaning and recognise initial letter sounds well, sometimes performing actions to help them. Some children understand that blends of two letters make a new sound. More able children read simple books with understanding and most enjoy looking at books, discussing pictures and retelling stories. Many children are proud to read familiar words displayed in the classroom to visitors.
134. Reception children develop early writing skills well as part of their role play, for example, writing letters for the postman to deliver or writing orders for a restaurant. Children write their names, most with correct letter formation and many make good attempts to write recognisable words and phrases independently.

Shortcomings

135. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

136. Reception children behave extremely well, are very attentive and show outstanding levels of concentration in their activities, sustaining their interest exceptionally well.

137. They demonstrate a high level of independence in dressing and undressing themselves and in personal hygiene and show real care and concern for others, forming very good relationships with other children and adults.

Good features

138. Children work well as part of a group, they are keen to explore new ideas and to solve problems such as making a programmable toy follow a planned route. They help each other and share their ideas willingly. They show good perseverance with tasks both inside the classroom and when working outdoors and they understand the importance of taking turns and sharing fairly.

Shortcomings

139. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

140. Reception children have a growing knowledge of shape. They recognise common 2D shapes and more able children know some of their properties. Children discuss the number of sides as a large circular blanket is gradually unfolded and use mathematical vocabulary such as side, corner, semi-circle and face well. Some children name common 3D shapes, count the faces with their teacher and recall everyday objects which are the same shape. Children estimate how many oranges will fit into empty 3D containers, fill them, count how many and match to the correct number from 1 to 10. When playing in the class Post Office, children independently sort, match and count envelopes according to shape and understand the purpose of money.
141. Children have a good knowledge of positional language, they use correct vocabulary such as forwards, backwards, longer, shorter, right and left turn when directing a programmable toy.
142. Children work confidently with the interactive white board to choose their favourite toy, and add to a class tally of favourite toys. They interpret tally marks accurately and say which is the most popular toy. Many children count and recognise numbers to 10 while some more able children work within 20.

Shortcomings

143. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

144. Children in the reception class show good understanding of the world of work through visiting the local post office and act out what they have learnt in their class role play area with enjoyment. They know that different adults carry out different roles and describe the job of the postman with interest and confidence remembering many significant details.
145. Children use the interactive white board well for a variety of games and activities and show great confidence in using laptop computers to further their learning. They demonstrate very good mouse control.
146. Reception children take photos of themselves using a digital camera. They make the photos into jigsaws and reassemble them recognising similarities and differences in features such as hair, skin and eye colour.
147. Children begin to understand how magnets work and they describe which toys and classroom materials they attract. They put forward sensible reasons and show increasingly good use of relevant vocabulary and enquiry skills.
148. Reception children show great interest in the natural environment and talk knowledgeably about autumn and winter. They know that some animals hibernate and show that they have a developing sense of the seasons and patterns through the year.

Shortcomings

149. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

150. Reception children move confidently as they march, gallop, tiptoe and skip. They control their movements well and demonstrate good spatial awareness. Children know that their hearts beat faster when they exercise and understand the need for a warm up. They move well to music and, when working with a large parachute, they move their arms to make waves while listening to 'The Hebrides', maintaining the rhythm of the music well as they bounce a teddy bear across the parachute and swap places beneath it.
151. When playing and working outdoors, children ride safely, manoeuvre a variety of wheeled toys with confidence, co-ordination and skill.
152. Children handle tools and small equipment with a good level of fine motor control skills. They develop confident large movements through their

experience of 'Write Dance' and draw a variety of patterns in sand and foam to help them with their letter formation.

Shortcomings

153. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

154. Reception children look intently at a painting by Kandinsky displayed on the interactive whiteboard and identify the colours, patterns and shapes used. More able children talk about how the patterns make them feel. They recreate some of the patterns with large movements outdoors and successfully use some of the patterns in borders for their drawings and letters.
155. Children work well with paint and readily mix yellow and blue paint together on their hands to make a handprint Christmas tree. They make good attempts at direct observational drawings and produce interesting collages using materials from the natural world, such as fir cones, pebbles and twigs.
156. Reception children sing tunefully and experiment with music making. They sing phrases to their teacher, copying tempo and pitch accurately and suggest symbols to depict a variety of movements. They use the interactive whiteboard confidently to create a musical pattern, listen to playback and describe what they like about their composition. Working with their teacher they draw a variety of symbols to show a repeating pattern and then play their pattern on percussion instruments with increasing skill.

Shortcomings

157. There are no important shortcomings.

English

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

158. In key stage 1, the majority of pupils listen attentively to presentations by the teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. They begin to appreciate the need to adapt their spoken language and intonation of voice.
159. In key stage 2, pupils listen carefully in both whole-class and group activities. They ask relevant questions, convey information and, by the end of the key stage, employ well-reasoned and logical arguments to defend opinions within group, paired and class discussions.

160. Pupils in both key stages enjoy reading and their reading skills develop well. Pupils make a good start to reading from an early age and, by year 2, most are accurate and fluent readers. More able pupils read with expression and understand and talk about the aspects of the books they enjoy or dislike.
161. In key stage 2, pupils read books fluently and expressively. They give detailed accounts of the books they are reading, name their favourite authors and identify features of their work.
162. In key stage 1, pupils' writing is good. Year 1 pupils copy simple words or phrases, while more able pupils are beginning to write a few words or sentences independently. Older pupils write for a range of purposes. Pupils' spelling and punctuation is developing with increasing accuracy.
163. Standards of writing at key stage 2 are good. Pupils produce a wide range and variety of creative and factual work including letters, diary writing, newspaper reports and poetry. More able pupils have an interesting and imaginative use of language to create effects such as when they write extended narratives. Handwriting is generally joined and legible.
164. Those pupils with special educational needs and those who are learning English as an additional language make good progress.

Shortcomings

165. There are no important shortcomings.

Mathematics

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

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

Good features

166. In year one, pupils become familiar with pattern and they know the common properties of simple 2D shapes. They understand and use appropriate mathematical language, such as 'more than' and 'bigger than' and they begin to use symbols such as + and – in a range of situations. Pupils confidently estimate and check their measurements in centimetres and accurately work out the lapses in time between, for example, 7 o'clock and 12 o'clock.
167. In year two, pupils investigate groups of numbers up to 100 to find sequences and multiples of numbers using a number line. The more able pupils confidently add, subtract and work out simple problems up to 100. They recognise and use simple fractions such as half and quarter in practical situations. Pupils begin to understand the relationship between repeated addition and multiplication.
168. By the end of key stage 1, pupils develop a good understanding of number and calculate with increasing accuracy. They have a good understanding of place value and work confidently with numbers up to a hundred. Pupils begin

to develop good skills in mental arithmetic; they estimate answers and then check and explain their strategies.

169. In year three, pupils recognise reflective symmetry in a range of 2D shapes and more complex patterns. They give good reasons for their answers to show that they have good understanding. Pupils understand the relationships between the four mathematical operations and apply their knowledge well to solve a range of problems. They accurately change pence up to 1000p into pounds and understand the relationship between multiplication and division.
170. In year four, pupils begin to collect, represent and interpret data in a variety of ways. They count on in fives accurately to at least a hundred from a given single digit number. They understand the different metric measures for weight, distance and capacity, understand digital time on the 12-hour clock, accurately identify shapes with right angles and correctly sort angles into groups greater and smaller than a right angle.
171. In year five, pupils understand the equivalence between the fractional forms of a half, quarters, tenths and twelfths. They understand the concept of square numbers and identify these numbers to at least 50. Pupils work out problems practically, for example, they find the height of the rugby posts by measuring angles, using a trundle wheel and constructing a triangle. More able pupils define and identify square roots to at least 50 and use their tables confidently to answer word problems correctly.
172. By the end of year six, pupils make good progress with their mathematical skills. They accurately find the perimeter and area of regular and compound shapes. Their number skills develop well and they use prime numbers, averages, fractions and decimals confidently. They understand the concept of probability, accurately find the difference between single-digit positive and negative numbers and confidently plot numbers in a grid using the four quadrants.

Shortcomings

173. There are no important shortcomings.

Music

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

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

174. Throughout the school, pupils sing with enthusiasm and clear diction. On whole -school occasions they demonstrate good control over tempo and dynamics and maintain confident parts when singing in two- and three-part harmonies.

175. A significant number of pupils receive instrumental lessons and many play together in the school orchestra, achieving very good standards of performance.
176. The school choir attains very high standards and pupils rehearse enthusiastically. They perform regularly in both English and Welsh, for parents and for events in the wider community.
177. Key stage 1 pupils listen to notes played on the glockenspiel and distinguish between low and high notes with confidence. They select appropriate untuned percussion instruments to accompany the words of a song and give sensible reasons why some instruments are more suitable than others. They sing tunefully to accompany the instruments and afterwards they express opinions about how they can improve their performance.
178. In year 3, pupils listen to music from 'Carnival of the Animals' with a good level of concentration. After discussion, they suggest which animal is portrayed and explain how using low pitched notes and a slow tempo helps the listener to imagine an elephant. They repeat this successfully for other animals, using a developing musical vocabulary.
179. Year 4 pupils successfully create compositions using the pentatonic scale. They use correct musical terminology such as tempo and dynamics to describe their music making and appraise each group's compositions constructively. Some pupils use a computer music programme to produce a pleasing composition.
180. Pupils in year 5 carefully follow musical notation to sing tunefully, while more able pupils select appropriate chime bars or play the glockenspiel to accompany the song. Pupils experiment confidently in groups to compose their own short patterns, adding tuned percussion to the song. Following a class performance, each group gives constructive feedback on ways in which the performance can be improved.

Shortcomings

181. There are no important shortcomings.

Physical education

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

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

Good features

182. Throughout the school, pupils develop good skills through a planned programme of gymnastics, dance, games, swimming, outdoor and adventurous activities. They understand the need for warm up activities before exercise and, by the end of key stage two, they have a good understanding of the effects of exercise on their bodies, and how exercise

helps them to maintain a healthy lifestyle. Pupils change appropriately and recognise the importance of safety when taking part in activities.

183. In year one, pupils explore basic body actions in dance and gymnastics showing good control and they begin to make single movements, using different parts of the body and combining them to make a sequence. Pupils develop good basic under-arm rolling, throwing and hitting skills.
184. In year two, pupils choose movements in dance to depict Jack Frost. They perform short sequences with the more able exploring movements at different levels. In games, pupils progress with their basic skills and apply them in a variety of situations, showing good awareness of simple rules and opponents.
185. Pupils in lower key stage two begin to use evaluation well to improve aspects of the quality of their work, and they increasingly help themselves and others to improve their movements to perform more effectively. Pupils show a good sense of rhythm and develop style when linking movements together to perform a dance sequence to music. Pupils remember and repeat their actions well with the more able increasingly aware of the need for good footwork.
186. Older key stage two pupils build on their skills and techniques to create, practise and refine gymnastic sequences, choosing a wide range of body shapes, balances and movements. The more able pupils perform clear, individual movements transferring smoothly from one movement to another, paying particular attention to their start and finish.
187. At the end of key stage 2, pupils develop evaluation skills of a high order. They have a good recall of the football skills learnt during the term and they are able to explain confidently the techniques necessary to demonstrate a wide range of football skills. When studying a video of their lesson, they evaluate their strengths and weaknesses when dribbling or shielding the ball.

Shortcomings

188. Although there are no important shortcomings, key stage one pupils do not always evaluate and refine their dance movements well enough.

Religious education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

189. In key stage 1, pupils have a good understanding that churches and chapels are the religious buildings associated with Christianity. They know the names of major festivals correctly and understand that they are special times in the life of the church.

190. Pupils in year 2 have a secure knowledge of the basic concepts of Hinduism. They know about the main events and festivals in the Hindu calendar.
191. Pupils in years 1 and 2 have a good awareness of the significance of prayer and write simple, effective prayers in their books.
192. Pupils in year 2 know about the Christmas and Easter stories and have a good understanding of the sequence of events in the Bible.
193. In key stage 2, pupils have a good knowledge and understanding of Jewish rites of passage and produce effective studies of key figures in different religious traditions.
194. Pupils in years 4 and 5 have a good knowledge of Islam and they know the major principles which guide the lives of Muslims, including the five pillars of Islam.
195. In year 6, pupils demonstrate a mature understanding of inter-faith relationships and of human responsibility to care for the natural world. They undertake effective studies of racism and prejudice in times past and present.

Shortcomings

196. There are no important shortcomings.

School's response to the inspection

The head teacher, staff and governors of High Cross Primary School welcome the ESTYN report following the inspection undertaken in December 2007. We are very pleased that the report acknowledges that High Cross has some outstanding features.

We are pleased that the inspection report recognises the outstanding provision for children with Special Educational Needs. It states that the, 'head teacher, special educational needs' co-ordinator and members of staff work extremely well together to identify pupils with special educational needs and to provide them with excellent support.' It also comments that provision for the more Able and Gifted children and those with challenging behaviour is outstanding.

We are also pleased that it considers the extra curricular provision and enrichment activities as outstanding, confirming our belief that education is more than what is experienced within the classroom. Our green flag award was confirmed as an outstanding feature, recognising the hard work that has gone into sustainable development within the school.

We are delighted that the report confirms that the school has developed a curriculum that meets the needs of every child. The inspection team considered the Schemes of work that have been developed by the school as outstanding.

The inspection team also recognised the improvements within the school since the last inspection. This is particularly apparent in information and communications technology which is now regarded as being outstanding. The school has worked hard in this area to meet and exceed the expectations of national priorities relating to information and communications technology provision.

The recognition that standards of teaching and learning within our school are above national averages was also very pleasing and shows the dedication and effort of all the staff.

Most importantly, we are very pleased that the inspection team recognised that our school has a positive ethos that is underpinned by a belief that every child matters and deserves support, care and encouragement. It praises the school as having a strong sense of shared purpose and the ethos of working together. This is reflected in the report, where it states that our children's spiritual, moral, social and cultural development is an outstanding feature and that all adults in the school provide consistently good care in a happy environment.

We will continue to strive to maintain our standards and move our school forward. Recommendations from this report in the main match the findings of the school's own self-evaluation process carried out prior to inspection. We are very pleased with this as it demonstrates the effectiveness of the reflective culture we have at High Cross and gives us a clear direction for the future. These valued recommendations will form part of our next School Improvement Plan.

Appendix 1

Basic information about the school

Name of school	High Cross Primary
School type	Nursery and Primary
Age-range of pupils	5-11
Address of school	High Cross Drive Rogerstone Newport
Postcode	NP10 9AB
Telephone number	01633 895472

Head teacher	Mr Carl Sherlock
Date of appointment	September 2007
Chair of governors/ Appropriate authority	Mr Steve Cresswell
Registered inspector	Dr David G Evans
Dates of inspection	3-6 th December, 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	24	29	30	29	30	60	50	252

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	3	10.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
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	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	N/A	93%	93.4%
Spring 2007	N/A	93%	94.0%
Autumn 2006	N/A	95%	94.0%

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:				
			27				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	3	67	30
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	7	82	11
		National	0	2	10	63	24
En: writing	Teacher assessment	School	0	0	4	70	26
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	4	63	33
		National	0	4	14	55	27
Mathematics	Teacher assessment	School	0	0	4	52	44
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	4	59	37
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	96.3%	In Wales	80.6%

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6					37				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	11	54	35	
		National	0	0	0	1	1	4	16	48	30	
Welsh	Teacher assessment	School										
		National										
Mathematics	Teacher assessment	School	0	0	0	0	0	0	11	46	43	
		National	0	0	0	1	1	3	14	48	33	
Science	Teacher assessment	School	0	0	0	0	0	0	0	57	43	
		National	0	0	0	0	0	2	12	52	34	

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	86.5%	In the school	N/A
In Wales	74 0%	In Wales	N/A

- 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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of eleven inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

- 46 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 74 responses to the parents'/carers' questionnaires, of which 84.76 per cent of these responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2 and 5. English and Religious Education
Mrs Sue Parsons, OBE Team Inspector	Key Question 3 Early Years and Music
Mr Cliff Brace, Team Inspector	Key Questions 4, 6 and 7 Mathematics and Physical Education
Mr Reg Cawthorne, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr Carl Sherlock, Nominee	Attending meetings and supplying information

Contractor:

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Acknowledgement:

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