

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

Maindee Primary School

**108 Corporation Rd
Newport
NP19 0BH**

SCHOOL NUMBER: 680/2019

DATE OF INSPECTION: 28th June – 1st July 2004

BY

A Fear

REGISTERED INSPECTOR No: W043/15698

DATE: 16th July 2004

Under Estyn contract number C/T/258/03P

© Crown Copyright 2002

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the Education (Schools) Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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:

{PRI VAT E }	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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

1. CONTEXT	1
The school and its priorities	1
2. MAIN FINDINGS	1
The main findings of the report	1
3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS	5
3.1 Standards achieved in subjects and areas of learning	5
3.2 Standards achieved in key skills across the curriculum	7
4. ETHOS OF THE SCHOOL	8
4.1 Pupils’ spiritual, moral, social and cultural development	8
4.2 Behaviour and attitudes.....	9
4.3 Attendance	10
5. QUALITY OF EDUCATION	11
5.1 Teaching	11
5.2 Assessment, recording and reporting	12
5.3 Curriculum	13
5.4 Support, guidance and pupils’ welfare.....	14
5.5 Provision for pupils with SEN	15
5.6 Partnership with parents and community, schools and other institutions.....	16
5.7 Partnership with industry.....	17
6. MANAGEMENT	17
6.1 Quality of self-evaluation and planning for improvement.....	17
6.2 Leadership and efficiency	18
6.3 Staffing, accommodation and learning resources.....	19
7. SUBJECTS AND AREAS OF LEARNING	20
Standards achieved by pupils.....	21

Provision for the under-fives	21
English	24
Mathematics.....	26
Science	27
Welsh second language	28
Design and technology	29
Information technology.....	30
History	31
Geography.....	32
Art.....	33
Music	34
Physical education	35
Religious education.....	36
8. SCHOOL IMPROVEMENT	37
8.1 Progress since the last inspection	37
8.2 Key Issues for Action	39
APPENDIX.....	39
A. Basic information about the school.....	39
B. School data as indicators.....	39
C. Results of national curriculum assessments and public examinations	40
D. The evidence base of the inspection	43
E. Composition and responsibilities of the inspection team	44

1. CONTEXT

The school and its priorities

Maindee Primary School serves an inner city district to the east of Newport and is housed in a modern single storey building. Outside there are hard surfaced areas. A grassed area and outside play-areas for early years children. There are 352 pupils on roll in reception, KS1 (key stage 1) and KS2 (key stage 2) classes with an additional 26 full-time equivalent children attending the nursery. Numbers have risen slightly in recent years.

The school indicates that it serves an area that is varied, with 50% of the pupils drawn from an economically disadvantaged area; 43% of pupils are registered as being entitled to free school meals. The school has an intake of pupils which reflects the full range of ability; a fifth of pupils are on the special educational needs (SEN) register, with eleven pupils having statements of SEN, primarily for moderate learning difficulties. Sixty per cent of pupils come from a variety of ethnic groups and for 68% of pupils, the language spoken at home is a language other than English. In total there are in excess of 15 languages spoken at home and there are no natural Welsh speakers.

The school's mission statement and aims demonstrate a commitment to provide and ensure equality of access to a broad, balanced curriculum and to ensure that all children in the school's care have equal access to it. The school improvement plan for 2003-2004 identify curriculum initiatives, including handwriting, marking and the development of subject portfolios; management initiatives, including performance management, attendance and KS2/KS3 transition; community initiatives and development of the school grounds.

The 16 full-time teachers work alongside 16 paid support staff including 7 part-time staff who provide English as an additional language. The headteacher, her deputy and an additional six staff have been appointed since the last inspection in the Spring term, 1999. At the time of the current inspection there was one supply teacher and two temporary members of staff covering for two members of staff on long-term absence due to ill health.

2. MAIN FINDINGS

The main findings of the report

Maindee Primary School has made significant improvements since the last inspection. Through the efforts of a committed, hardworking and skilled staff enabled by the good leadership and management of the senior staff at the school, pupils make good and sometimes very good progress. The headteacher, staff and other adults provide very good role models for pupils and together create a climate of mutual respect in which individual talents are valued; equal opportunities, cultural diversity, and racial harmony are positively promoted. This is a good school with many very good aspects.

- Standards of achievement were at least satisfactory in all the lessons observed and work seen; in 95% they were at least good, including 16% where they were very good.
- The educational provision for early years children is appropriate to their needs and children make good and often very good progress towards the Desirable Outcomes for Children's Learning.
- Standards achieved by early years children are as follows:

Area of Learning	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and social development	Very good	Very good
Mathematical development	Good	Good
Knowledge and understanding of the world	Very good	Very good
Creative development	Very good	Very good
Physical development	Very good	Very good

- In KS1 and KS2, overall standards of achievement are:

Subject	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh (Second Language)	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Very good	Very good
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

- Pupils' attainment is below the national averages in all three core subjects but over the past four years, the school's results in the National curriculum assessments have shown clear improvement, and compare well with schools in a similar context.
- Pupils with English as an additional language (EAL) make very good progress. There is no significant difference between the performance of English first language and English additional language pupils in national tests at the end of the key stages.
- Pupils with special educational needs (SEN) make good progress and achieve good standards relative to their ability.
- In the early years, children make very good progress in applying and improving their developing skills in early literacy and early numeracy across the six areas of

learning. Their skills in ICT are secure and confident use of information technology effectively supports their learning; children achieve very good skills.

- In both key stages standards in the key skills across the curriculum are:

Key Skill	KS1	KS2
Speaking	Very good	Very good
Listening	Very good	Very good
Reading	Good	Good
Writing	Very good	Very good
Numeracy	Good	Good
Information and communications technology	Very good	Very good

- Provision for pupils' spiritual, moral, social and cultural development is very good. The school's life is successfully framed around its clearly shared vision of learning and living in harmony. Pupils have a very good understanding of right and wrong and these values are reinforced very positively through many aspects of the curriculum. Pupils in both key stages willingly respond to the opportunities provided to take responsibility and exercise initiative. They are welcoming, polite and courteous to adults and assist each other well. Older pupils undertake their tasks in a mature and diligent manner. The head teacher, staff and other adults provide very good role models for pupils and together create a climate of mutual respect and positive endeavour in which individual contributions are valued and the cultures and traditions of all its pupils are respected, shared and celebrated.
- Acts of collective worship in daily assemblies are enjoyable and pleasant occasions which contribute very positively to pupils' spiritual development. Pupils have suitable opportunities to reflect on the theme for the day and to consider the issues under discussion.
- The standards of behaviour and pupils' attitudes to learning are very good and are a major strength of the school. Behaviour in the classroom for the vast majority of pupils is very good and reflects the positive interest and enthusiasm with which they approach their work. Pupils sustain good levels of concentration; they co-operate and support each other well when working in pairs and groups and are keen to do well. Staff set clear parameters for correct behaviour and these are consistently reinforced.
- The level of pupils' attendance is unsatisfactory. At 86.88 per cent the average rate of attendance over the past three terms is well below the LEA and all Wales averages. A high proportion of pupils come from a range of ethnic backgrounds, and cultural and family commitments often result in pupils making extended visits overseas. This has a significant effect on attendance levels. Procedures to monitor and follow up absences are very good.
- The quality of teaching in the 77 lessons observed was satisfactory or better in all the lessons seen. It was good or better in 90% including 32% that was very good. The quality of teaching throughout the school is one of the key strengths of the

school. The consistently high quality in all phases of the school was a notable feature of the inspection.

- Strengths of teaching include high expectations for pupils' achievements, the very effective use of learning support assistants and teachers, the wide range of teaching strategies used to support learning, well developed questioning skills and the development of key skills across the curriculum, especially writing and information and communications technology.
- The quality of the school's arrangements for assessment, recording and reporting are good overall with some very good features. There are clear, comprehensive whole school policies which are consistently implemented; these have a direct impact upon standards of teaching and learning. There is a very good balance of approaches to the assessing of pupils' progress and achievement in the classroom, including close observation, questioning, discussion and marking. The marking of pupils' work is good; it relates to the lesson objectives and in the best practice it indicates the next steps that the pupil has to take to improve. However, pupils are not yet involved in the setting and evaluation of their own targets. The school recognises the need to further develop the role of the subject leaders for foundation subjects in the provision of moderated portfolios of pupils work to exemplify standards and aid teachers.
- The quality of the curriculum for the early years, KS1 and KS2 is very good and is broad, balanced and relevant to the pupils' needs; it meets statutory requirements. The setting arrangements in mathematics and English are effective in helping to ensure that high standards and good quality provision are achieved. The school has a policy for the development of key skills and these are incorporated into teacher's planning. There is a very good quality policy for supporting pupils who learn English as an additional language (EAL). Pupils with EAL have full access to all subjects of the curriculum and their work is very well planned and co-ordinated. The range of extra-curricular activities adds a valuable dimension to pupils' experiences and are enthusiastically supported by pupils. Visits to places of interest, to broaden pupils' learning, contributes to the educational standards achieved.
- There is a policy on race equality which emphasises the promotion of good race relations and the elimination of racial discrimination across all areas of school activity.
- The provision for pupils' support, guidance and welfare is very good overall. Pupils work within an orderly, calm and harmonious environment in which all are valued and encouraged to achieve. Staff know their pupils well and pupils approach staff readily with any concerns: there is a strong ethos of care within the school. The school promotes a very effective culture of inclusion and respect for the pupils of the diverse ethnic backgrounds who attend the school. Health, safety and child protection issues are addressed fully and with sensitivity.
- Provision for pupils with special educational needs (SEN) is good. Pupils with SEN are fully integrated in the life of the school and make good progress commensurate with their age and ability. The school has effective procedures for the early identification of special needs resulting in effective intervention and

good quality support for pupils. Their progress is carefully observed and systematically recorded. Pupils receive very good support in mainstream classes from their class teachers and support staff. Some pupils are withdrawn for small group support: these sessions are well planned and sensitively managed. Work is well matched to pupils' needs and they make good progress.

- Partnership with parents and the community, schools and other institutions is very good; the school is an integral part of the community. Partnership with industry is very good.
- The quality of self-improvement and planning for improvement is very good. The school has made significant improvement since the last inspection and a culture of self-analysis and evaluation is now well established. The senior management team, staff with subject leadership roles and the Governing Body (GB) are closely involved in analysing progress and considering ways forward for the school.
- The quality of leadership and efficiency by the headteacher, staff and governors is very good. The school is very well led. The headteacher sets high standards and tackles her tasks conscientiously with a sense of purpose and pride and giving a clear direction to the work of the school with a strong emphasis on school improvement. She is very well organised and adept at managing a complex team of staff and is well supported by the deputy headteacher, senior management team and the teachers of the school: a very good team spirit exists. The GB is well informed and has a positive impact on school development
- The provision for staffing, learning resources and accommodation is very good. All staff have a clear understanding of their role and collaborative forms of decision making inherent in the life of the school ensures that subject expertise is readily shared and disseminated. Staff development is well organised and evaluated; the professional development of the staff is a key strength of the school and is reflected in the award of Investors in People in 2004. The school is a bright, clean and inviting environment for learning.
- Progress since the last inspection has been very good in relation to all of the key issues for action identified in the last report. The school gives very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were at least satisfactory in all the lessons observed and work seen; in 95% they were at least good, including 16% where they were very good.

- Standards in the early years were at least good in all the work and lessons observed, and often very good. The educational provision for the under fives, taken overall, is appropriate and promote the desirable outcomes for children's learning. Standards achieved in the nursery and reception classes are at least good

in all six areas of learning and are very good in personal and social development, knowledge and understanding of the world, creative development and physical development.

- In KS1, standards were at least good in all the work and lessons seen, with 14% being very good. In KS2, standards were at least good in all the work seen, with 17% being very good.
- Pupils make good progress in English and standards are good overall in both key stages; in speaking and listening, standards are very good. Pupils' respond positively to the wide range of experience and teaching approaches adopted by the teachers to develop pupils' skills in oracy.
- Standards in mathematics are good in both key stages. Pupils make good progress in all areas of mathematics but particularly in their understanding of number.
- Standards in science are good in both key stages. Pupils' knowledge of materials and their properties and physical processes shows better progress than their understanding of life processes and living things. Understanding of fair testing and of scientific enquiry progresses well.
- Standards in art are very good in both key stages. Pupils' ability to respond practically and imaginatively using a wide range of media is of a very good standard.
- Standards in Welsh as a second language, design and technology, information technology, history, geography, music, physical education and religious education are good in both key stages.
- Pupils with English as an additional language (EAL) make very good progress. There is no significant difference between the performance of English first language and English additional language pupils in national tests at the end of the key stages.
- Pupils with special educational needs (SEN) make good progress and achieve good standards relative to their ability.
- Over the past four years, the school's results in the National curriculum assessments have shown clear improvement, especially in KS2. When compared with similar school in Wales, the 2003 teacher assessment results in KS1 are below the average scores for English mathematics and science. The core subject indicator for KS1 i.e. the percentage of pupils attaining level 2 or above in English, mathematics and science is similarly below all Wales averages. The latest 2004 results show a significant improvement and if compared with all Wales 2003 data show that the school is performing well above the average scores in mathematics and science
- When compared with similar schools in Wales, the 2003 assessment results in KS2 are at an average level in mathematics and above the average scores for

English and science. When 2004 results are examined the scores indicate a substantial improvement in the results for mathematics.

- Overall the school is meeting and in some cases exceeding its challenging targets and continues to show improvement in both key stages. When the challenges facing the pupils are considered the results achieved are very creditable and reflect considerable value added.
- In KS1, girls perform better than boys in English and the reverse for mathematics. The school is fully aware of this issue and through the application of appropriate teaching strategies has ensured that by the end of KS2 there is no significant difference between boys and girls performance in mathematics and science and the gap has been closed considerably in English.

3.2 Standards achieved in key skills across the curriculum

The standards and progress in key skills achieved across the curriculum in the early years are very good. In KS1 and KS2, standards in speaking, listening and writing are very good. In reading and numeracy standards are good. Standards in information technology (ICT) are very good.

- In the early years, children make very good progress in applying and improving their developing skills in early literacy and early numeracy across the six areas of learning. Their skills in ICT are secure and confident use of information technology effectively supports their learning.
- Relating to their stage of development, pupils with special educational needs (SEN) in both key stages make good progress in the key skills when undertaking work across the curriculum. The inclusive policy promoted by the school ensures that pupils are enabled to experience a purposeful programme of activities to support their learning.
- Pupils in both KS1 and KS2 develop very good speaking skills. Through collective discussions generated by focused questioning, pupils are enabled and encouraged to reflect, discuss and debate in order to find answers through their own efforts and investigations. From KS1 onwards, pupils develop independence and confidence in their presentational skills in different contexts across the curriculum. They use subject specific vocabulary appropriately. Pupils in KS2 make very good progress in their speaking skills. Pupils are confident in presenting evidence from investigations and reporting their findings to peers. Circle time activities and initiatives such as the school council help to develop pupils speaking skills.
- In both key stages pupils develop very good listening skills. They make good progress in being able to follow and reflect on the meaning of other speakers. They listen with attention and developing understanding in class, group and whole school situations.

- Pupils in both key stages develop good reading skills across the curriculum. Pupils in KS1 read their own work with understanding. They use books as sources of information to support aspects of their work in the classroom. In KS2, pupils are able to select, interpret and collate evidence gathered through reading and apply it to their own investigations. There is need to further consolidate higher order reading skills using textual information to further develop an understanding of the foundation subjects.
- Pupils make very good progress in writing across the curriculum. In both key stages pupils are positively encouraged to communicate through their writing; worksheets are rarely used. In KS1, pupils record logically and clearly and develop growing confidence and independence in their writing. By the end of KS2, through being enabled systematically to use their own words in their written accounts, pupils see themselves as writers.
- Pupils in both key stages make good progress in developing numeracy skills across the curriculum. They can apply and interpret data, compile graphs to draw comparison tables in history, use reference systems in geography, form 3D shapes in art, count beats in music and use Venn diagrams in religious education and science to present results. The use of numeracy to support work across the curriculum has been identified by the school for further development.
- Very good practice is evident in the use of information and communications technology (ICT) across the curriculum in both key stages. Pupils use facilities in their ICT suite purposefully to support their understanding and reinforce their work in other curriculum areas. They develop good skills in word processing and collecting information using CDROMs and the internet. They create electronic folders to record personal data, frame multi-media power point presentations in history and use listening centres and the interactive white board to consolidate their language skills in Welsh.
- Supported by a programme that is well matched to their abilities and developing learning needs, pupils for whom English is an additional language make very good progress in the development of their key skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' spiritual, moral, social and cultural development is very good.

- The school's life is successfully framed around its clearly shared vision of learning and living in harmony.
- The head teacher, staff and other adults provide very good role models for pupils and together create a climate of mutual respect and positive endeavour in which individual contributions are valued and the cultures and traditions of all its pupils are respected, shared and celebrated. There is a policy on race equality which emphasises the promotion of good race relations and the elimination of racial discrimination across all areas of school activity.

- Pupils have a very good understanding of right and wrong and these values are reinforced very positively through many aspects of the curriculum. Circle-time contributes substantially to pupils' moral and social development and understanding. Pupils express their views honestly, openly and fairly and are sensitive to the views of others.
- Opportunities for pupils to work co-operatively and independently are well considered. The social skills of listening and responding appropriately to others are well developed by staff and pupils attain very good standards.
- Acts of collective worship in daily assemblies are undertaken in a variety of groupings and formats. They are enjoyable and pleasant occasions which contribute very positively to pupils' spiritual, moral, social and cultural development. Pupils have suitable opportunities to reflect on the theme for the day and to consider the issues under discussion.
- Welsh culture and heritage has a secure place in the school curriculum. Visits to sites of local significance and work developed across the curriculum enhance pupils' awareness of their own locality and effectively develop their understanding of how the present is linked to the past.
- Pupils in both key stages willingly respond to the opportunities provided to take responsibility and exercise initiative. Older pupils undertake their tasks in a mature and diligent manner. They are welcoming, polite and courteous to adults and assist each other well. Pupils respond positively to the school's provision for spiritual, moral, social and cultural development.

4.2 Behaviour and attitudes

The standards of behaviour and pupils' attitudes to learning are very good and are a major strength of the school.

- The school is a welcoming and orderly community where relationships and the quality of life are very good. Staff provide good role models, pupils are valued and there is an atmosphere of mutual respect throughout the school.
- All staff including midday supervisors (MDS) are trained in assertive discipline techniques. They have high expectations of pupils' social abilities and are consistent in their implementations of routines: pupils know what is expected of them.
- The foundations of good behaviour are effectively laid in the Early Years. Children happily leave their parents and display a high level of confidence and independence. They talk confidently to adults and are proud to show their work.
- Pupils enjoy coming to school: they say that lessons are interesting and that teachers make learning fun. Behaviour in the classroom for the vast majority of

pupils is very good and reflects the positive interest and enthusiasm with which they approach their work. Pupils sustain good levels of concentration; they co-operate and support each other well when working in pairs and groups and are keen to do well. The very good behaviour and attitude of the pupils impacts positively on the standards achieved and quality of life in the school.

- Pupils respond well to the codes of conduct and classroom behaviour plans they help to draw up and to the reward system. Their achievements in and out of school are celebrated in the weekly celebration assembly and their certificates are proudly displayed. The School Council and Y6 prefects have a prominent role in maintaining positive relationships. They take their responsibilities seriously.
- Pupils behave maturely: they are friendly and tolerant. They care for each other and show courtesy and consideration to staff and to visitors. Throughout the day pupils move sensibly in and around the school. Older pupils are sensitive to the needs of the younger ones. They are good role models and willingly provide valuable support at playtime and lunchtime.
- The behaviour and separate anti-bullying policies provide sound guidance. There are clear guidelines and measures to counter and prevent incidents of anti-social behaviour and discrimination. Rewards and the consequences of misbehaviour are clearly stated.
- Parents support the school's positive behaviour management procedures. The Coping with Kids course run by the Behaviour Support Unit is beneficial. Parents carry the strategies through from school to home particularly in the few cases where pupils' behaviour is a cause for concern. In these cases targets set by the behaviour support panel are discussed and reviewed weekly.

4.3 Attendance

The level of pupils' attendance is unsatisfactory.

- At 86.88 per cent the average rate of attendance over the past three terms is well below the LEA and all Wales averages.
- A high proportion of pupils come from a range of ethnic backgrounds, and cultural and family commitments often result in pupils making extended visits overseas. This has a significant effect on attendance levels and the school's targets. There is evidence that 40 pupils have been absent for a total of 198 weeks in the last three terms.
- Procedures to monitor and follow up absences are very good. Each teacher completes a daily monitoring sheet. The school operates a fast track system on the first day of absence for a small number of targeted pupils. The school has operated without the support of the EWO for almost the whole of this year.
- A significant number of pupils in each class arrive late at the start of the day and miss the valuable reading time or commencement of lessons. Punctuality in the

reception classes is of particular concern. The school regularly informs parents of the negative effect of absence and lateness on their children's learning.

- Pupils with perfect or almost perfect attendance are rewarded termly. Improved attendance is celebrated weekly: pupils are nominated Pupils of the Week. Their certificates are prominently displayed on the Star Attendance board in the main entrance.
- Registers are completed meticulously at the start of each session and procedures comply with regulations in Circular 3/99. Individual sessions and lessons start on time.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching in the 77 lessons observed was satisfactory or better in all the lessons seen. It was good or better in 90% including 32% that was very good. The quality of teaching throughout the school is one of the key strengths of the school. The consistently high quality in all phases of the school was a notable feature of the inspection.

The features of the good and very good quality of teaching observed are:

- Well established routines and a wide and diversified range of appropriate activities planned with a clear focus on learning in a stimulating environment are a feature of early years teaching.
- Careful and detailed planning with clear learning objectives and outcomes. Lessons form part of a well-structured sequence and the objectives of the lesson are consistently shared with pupils. Plenary sessions are well conducted with sufficient time made available for pupils to evaluate their work and for teachers to celebrate their achievements and consolidate pupils' knowledge and understanding.
- Teachers have high expectations for pupils' commitment to learning and the standards they achieve; these expectations significantly impact on standards.
- There is very effective interaction between teachers and support staff who assist pupils with EAL or SEN needs. In lessons, they reinforce pupils' understanding of the key learning objectives and aid pupils' complete appropriately set tasks. Support staff also deliver lessons, jointly planned with the classteachers, effectively and with a very good insight into the precise needs of the pupils.
- Teachers show an enthusiasm for their work, know their pupils well and establish good relationships with them. They act as good role models, provide valuable individual support and offer frequent praise and encouragement.
- Teachers use a good and appropriate range of teaching approaches and strategies that reflect the needs of the pupils and the nature of the subject. A particularly strong feature is the extent to which pupils are enabled to work collaboratively,

sharing ideas and information. Use of role play, teaching aids, interesting resources and challenging practical tasks engage the interest of the pupils, reinforce learning and impact upon the standards pupils achieve in their skills and knowledge and understanding.

- Good questioning techniques by teachers allow pupils to provide extended responses to develop their oral skills, extend their understanding of the work studied and encourage pupils to think for themselves. The development of pupils' oracy skills through a variety of procedures adopted by teachers is a key strength of the school.
- Lessons are well structured with appropriate whole class introductions, which commence with a recapitulation of previous work to assess understanding. Direct teaching is well focused and well paced. Teachers intervention is always effective and used to ensure that lessons proceed at a good pace, pupils are able to draw upon swift evaluation of their efforts and that suitable new challenges presented.
- A key strength of the teaching is development of key skills, especially language. Teachers frequently refer to earlier learning and knowledge acquired in other subjects and ensure that pupils apply these to their current work. Opportunities to integrate subjects to enable pupils to acquire a deeper understanding are rarely missed.
- Lessons are conducted at a lively pace that keeps all pupils alert and involved. High but attainable challenges are set for all pupils. Work is well matched to the needs of the pupils.
- Teacher's knowledge of the subjects they teach is generally sound and in most lessons the timing of introductory teaching, pupil's activity and closing plenary is appropriate. In those few lessons that were judged to be satisfactory, time management was not always good with limited time for effective plenary sessions or teachers were not confident in their subject knowledge.

5.2 Assessment, recording and reporting

The quality of the school's arrangements for assessment, recording and reporting are good overall with some very good features.

- There are clear, comprehensive whole school policies covering the organisation and use of assessment, recording and reporting which are consistently implemented. These have a direct impact upon standards of teaching and learning.
- The procedures for assessment in the early years are very good and baseline assessments, together with teachers' class records and EAL assessments provide a clear focus for the early identification of children's individual needs.

- The procedures for the identification of pupils' SEN are good and the SEN register, IEPs and all other records are well maintained and regularly reviewed through effective liaison systems.
- There is a sound understanding of the criteria for assessment of the core subjects which is based on the requirements of the NC. There are secure procedures for moderating teachers' judgements. The selection of samples of work for pupil and cohort files is consistent and accurately annotated. The school has identified the assessment of the foundation subjects and religious education as an issue to be included in the school improvement plan (SIP).
- There is a very good balance of approaches to the assessing of pupils' progress and achievement in the classroom, including close observation, questioning, discussion and marking. The marking of pupils' work is generally very good; it relates to the lesson objectives and in the best practice it indicates the next steps that the pupil has to take to improve. Teachers' evaluations of lessons guide the subsequent planning of work.
- All classes have group targets for improvement in writing. Pupils are not yet involved in the setting and evaluation of their own targets concerning what they are expected to learn.
- The information from assessment is analysed purposefully to set clear targets for school improvement. These are listed in the SIP and progress towards achieving them is monitored carefully. The school's procedures allow for the analysis of different groups of pupils; their achievement and progress is closely tracked and support is efficiently targeted as a result of these procedures; for example good progress is made by EAL pupils. There is no significant under-achievement by particular groups of pupils.
- Annual reports to parents fully comply with statutory requirements for commenting on attainment in each of the NC subjects and religious education. Parents are offered guidance on what they should be looking for when examining their pupils' work and their responses to reports about their children's progress are valued and used to promote effective teaching and learning.

5.3 Curriculum

The quality of the curriculum for the early years, KS1 and KS2 is very good and is broad, balanced and relevant to the pupils' needs. It meets statutory requirements.

- The curriculum for the early years is based on the Desirable Outcomes for Children's Learning. Children enjoy a balanced programme of planned activities which are well matched to their stage of development and particular learning needs.

- All NC subject policies together with religious education are in place and are of generally good quality. They include reference to the key skills and the Curriculum Cymreig which is well promoted across the curriculum. The schemes are working documents which are subject to review at regular staff meetings.
- The planning of the delivery of the schemes of work is organised into both medium term and short term plans. Both these are in detail and opportunities are taken for the senior management team, co-ordinators and class teacher to evaluate the effectiveness of the plans to inform the next unit of work.
- The setting arrangements in mathematics and English are effective in helping to ensure that high standards and good quality provision are achieved.
- The school has a policy for the development of key skills and these are incorporated into teacher's planning. The school has planned for further development with the progression of key skills throughout the school, particularly with the skills of numeracy.
- There is a very good quality policy for supporting pupils who learn English as an additional language (EAL). Pupils with EAL have full access to all subjects of the curriculum and their work is very well planned and co-ordinated.
- The school is socially inclusive and draws on the diverse backgrounds of the pupils to provide a rich and stimulating curriculum. The school has a culture of continuing professional development for all staff and the dissemination of good practice reinforces the skills which enable staff to deliver the curriculum. The school ensures that the curriculum is socially inclusive by ensuring equality of access and equality of opportunity for all pupils.
- The school has very good arrangements to ensure the personal and social development of all pupils. Policy documents and schemes of work provide very good guidelines for teachers and fully comply with ACCAC guidelines.
- Homework supports the curriculum and enables parents to become partners in learning. The range of extra-curricular activities adds a valuable dimension to pupils' experiences and are enthusiastically supported by pupils. Visits to places of interest, to broaden pupils' learning, contributes to the educational standards achieved.

5.4 Support, guidance and pupils' welfare

The provision for pupils' support, guidance and welfare is very good overall.

- Pupils work within an orderly, calm and harmonious environment in which all are valued and encouraged to achieve. Throughout the school, relationships between staff and pupils are very good. Staff know their pupils well and pupils approach staff readily with any concerns: there is a strong ethos of care within the school.

- In the early years, pupils are happy, secure, confident and independent: routines are very well established.
- Procedures for safeguarding the health and safety of pupils and staff are appropriately documented and effectively implemented. Nominated staff have received training in first aid and oversee procedures within the school.
- Pupils with SEN and those for whom English is a second language, benefit from effective programmes of support and intervention which help them progress and play a full and active part in all aspects of school life.
- The school has very good arrangements to monitor pupils' personal progress and to ensure that parents are kept well informed.
- The school's personal, social and health (PSE) curriculum promotes an understanding, tolerance and respect for others and successfully focuses on the development of a healthy school and life style. Activities such as the young citizens club and circle-time activities have a very positive impact on pupils' development and understanding.
- Effective measures are in place to deal with child protection issues and LEA guidelines are adopted. The head teacher, who has undergone training, is the designated officer for child protection and looked after children.
- The school's policy for dealing with racial incidents is effectively implemented. Pupils are regularly informed of the codes of conduct expected in school.
- The school has a controlled access system and the exterior of the building is monitored by video surveillance equipment.

5.5 Provision for pupils with SEN

The quality of support and provision for pupils with SEN is good overall. Currently, support is provided for 11 pupils with statements of SEN and a further 77 pupils are on a graded approach of action and intervention.

- A recently revised policy is in line with the new Code of Practice.
- The school successfully promotes an ethos of inclusion. All pupils participate actively in every aspect of school life and progress well.
- Procedures for the early identification of pupils with SEN are well established, resulting in effective intervention and good quality support for pupils. Their progress is carefully observed and systematically recorded.
- Annual reviews and statementing procedures comply with the Code of Practice and are suitably managed by the Special Needs Co-ordinator (SENCO). Parents of pupils with SEN are informed of their child's progress during termly consultations.

- Pupils receive very good support in mainstream classes from their class teachers and support staff. Some pupils are withdrawn for small group support: these sessions are well planned and sensitively managed. Work is well matched to pupils' needs and they make good progress.
- The quality of IEPs is good and effective use is made of them by class teachers and support staff when planning work and monitoring pupils' progress. The IEPs are monitored by the SENCO who liaises with class teachers and support staff to ensure clear and realistic targets are set.
- The school has developed appropriate links with outside agencies, including pupil support services.
- Pupils with SEN are not yet involved in the setting and evaluation of their own targets for improvement.

5.6 Partnership with parents and community, schools and other institutions

The quality of partnership with parents and community, schools and other institutions is very good.

- The quality of the written information for parents is very good. The prospectus and the annual report of the GB are of good quality and fully comply with requirements. Termly newsletters and other communications both formal and informal keep parents well informed about the life and work of the school. Newsletters provide useful information about the subjects and topics being taught and ways in which parents can support their children.
- The school encourages parents as partners in the education of their children. Parents gain a clear understanding of strategies for example through the Learning and Play and Jolly Phonic sessions in the Early Years and KS1.
- A significant number of adults make positive contributions to the life of the school that help to enrich the curriculum and enhance the standards that pupils achieve.
- The very active PTA organises fundraising and social events that provide substantial financial support. Monies raised are used to enhance resources.
- The school is an integral part of the community. Social occasions and celebrations are open to members of the community and are well attended. In turn the school is invited to cultural celebrations such as the Eid Festival that is held on the premises. The school supports community events such as the Maindee Festival. The premises are used daily by community groups. Links with the community make a positive contribution to pupils' overall development and standards of achievement attained.

- Pupils support charities and are aware of people less fortunate than themselves nationally and in the wider community.
- There are very good links with feeder playgroups, surrounding primary schools and the receiving secondary schools. Strong pastoral and curriculum links are well established. Pupils are involved in inter schools initiatives such as Racial Justice week. Y6 pupils are involved in extended cross phase projects in English, mathematics and history.
- The school is in partnership with an initial teacher training institution and provides good quality training and work experience for student teachers. The head and three teachers are trained mentors. There are good links with surrounding colleges; the school provides work experience for students undertaking a diploma in childcare

5.7 Partnership with industry

The quality of partnership with industry is very good.

- The school has a written industry policy; one teacher is in charge of developing industry links. Ten teachers have benefited from industrial placements and have produced valuable resource packs for example in history and geography. All staff benefit from IT training provided by a national telecommunications company.
- A planned programme of visits and visitors help to raise the pupils' awareness of the world of work. They are closely linked to subjects being taught and are written into the appropriate scheme of work. Standards of achievement, staff development, curricular and extra-curricular experiences of pupils have been enhanced by the structured links between the school and the world of work.
- Y6 successfully participate in a mini enterprise initiative throughout the year that helps to broaden their business acumen and develop teamwork. They see themselves as shopkeepers and run the weekly school shop selling stationery and study kits.
- Throughout the school pupils work with theatre groups and artists: they are involved in a recycling project, healthy school' scheme and police liaison programme. They benefit from professional sports and gymnastic coaching.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-improvement and planning for improvement is very good. The school has made significant improvement since the last inspection and a culture of self-analysis and evaluation is now well established.

- The headteacher, staff and governing body have a clear, shared vision for developing the school. There is an effective culture of self-improvement. The efforts and activity of all have been focused on achieving a school with good and very good standards.
- Teachers are fully involved in the self-improvement process; they have created a self-evaluative community. They are keen to take on new initiatives and work hard for success. The governing body is well informed and has a good knowledge of the school's aims, achievements and educational provision. Staff and governors work closely together towards making necessary improvements.
- The school makes very good use of assessment data, the headteacher's views of pupil achievements and the quality of teaching and learning and class teachers' evaluations of the standards achieved by the pupils to identify targets for improvements. These are supplemented by the views of the subject leaders, through their monitoring and evaluation and expressed in subject action plans and evaluation of inset experiences.
- Staff appraisal systems are well established and information on teachers professional development needs is considered with that arising from subject leaders' action plans and the evaluation of the SMT to inform the setting of the school improvement plan. The extent and quality of staff development is very good and the incorporation of new initiatives arising from such staff development has played a major role in the raising of standards in the school.
- The school improvement plan (SIP) is a comprehensive document. It reviews the success of earlier targets and places the current priorities of the school into a well-structured and meaningful context. It identifies appropriate priorities, both quantitative and qualitative, action to be taken, timescales and a schedule of activity, criteria for success and personal involved, resource and staff implications. Staff training, budget allocations and the SDP are very clearly linked. Current priorities are appropriate to take the school forward.
- Progress in implementing the SIP is monitored and evaluated by staff and governors. Priorities and progress towards targets are kept under review. Information gained from subject leaders and the whole staff of the school informs and monitors the SIP. New priorities for action are identified as part of this on-going process of self-evaluation and planning for improvement.

6.2 Leadership and efficiency

The quality of leadership and efficiency by the headteacher, staff and governors is very good.

- The school has appropriate aims and a commitment to providing a full and positive educational experience for all its pupils and a strong sense of purpose. The orderliness of daily routines and the quality of relationships are strong

features and in particular the sense of community identified by all involved in the school.

- The school is very well led. The headteacher sets high standards and tackles her tasks conscientiously with a sense of purpose and pride and giving a clear direction to the work of the school with a strong emphasis on school improvement. She is very well organised and adept at managing a complex team of staff. She instills a sense of purpose and is very aware of the daily challenges facing her team. Her leadership and management skills are very good and she has delegated responsibility effectively and supported staff in developing their management roles. She has ensured that all staff are valued and enabled; a very good team spirit exists.
- The deputy provides strong support to the headteacher and has contributed significantly to the high standards achieved by the school. Staff are enabled to develop new initiatives and are supported fully by the management of the school. The senior management team (SMT) as a learning and support team (LAST) meet on a regular basis to discuss new initiatives and formulate policy. Key stage and year group staff work well together to institute change rapidly and ensure a coherent whole school approach. Staff operate as a very professional team, support one another and give freely of their own time.
- The governing body is well informed and fully involved in the life and work of the school. Governors are fully committed to enhancing their own skills to aid their role in the management of the school and have a positive impact on the school's progress and development. All members have clearly defined links with specific curriculum areas and are active in a range of school improvement initiatives.
- The headteacher and subject leaders are involved in regular monitoring and evaluation of teaching and learning, standards and educational provision. This has been organised through planned release time for subject leaders and is managed well with regular, informative and analytical staff meetings for the dissemination of ideas and information.
- Available resources are used effectively and the school's finances are well managed. Expenditure is clearly linked to the school's educational objectives and the priorities expressed in the SIP. The school carefully evaluates the effect of spending decisions on raising standards and gives very good value for money.
- Administrative procedures are clear and operate effectively. The school secretary undertakes her tasks efficiently; the school runs smoothly.
- The school complies with statutory requirements and takes note of Welsh Assembly Government guidelines.

6.3 Staffing, accommodation and learning resources

The provision for staffing, learning resources and accommodation is very good.

- The school is appropriately staffed for the number of pupils on roll. Teachers are appropriately qualified and an alignment of experience together with clearly defined curriculum development roles provides the school with a range of skills to enhance the learning environment. The headteacher, supported by the deputy headteacher, is responsible for the implementation of policies to ensure the continual professional development of staff.
- All staff have a clear understanding of their role and collaborative forms of decision making inherent in the life of the school ensures that subject expertise is readily shared and disseminated.
- Staff development is well organised and evaluated and is based soundly on issues identified in the SIP. All staff establish personal and professional plans that help to inform the training needs of the school. Many staff have undertaken bursaries awarded by the General Teaching Council for Wales and industrial placements. The professional development of the staff is a key strength of the school and is reflected in the award of Investors in People in 2004
- Language support staff are well deployed and work purposefully in partnership with class teachers supporting mainstream teaching and learning strategies. They effectively plan together to target individual pupils and groups learning English as an additional language who need focused provision.
- The school is bright, clean and provides a welcoming environment; the caretaker and cleaning staff maintain it to a high standard. Attractive displays of pupils work enhance the school's interior and are a reflection of the quality curriculum provided for pupils. Communal teaching areas outside classrooms are well utilised, as are the attractive garden areas within courtyards. The quality and extent of accommodation is good for the number of pupils on roll and the enables the school to provide a broad and balanced curriculum.
- A good range of resources including dual language texts and materials are effectively utilised by staff to support teaching and learning and provide very good learning experiences. Subject leaders regularly audit provision in their own curricular areas. The IT suite is purposefully utilised to support learning across the curriculum and pupils have access to additional computers in the classrooms. During the inspection, good use was made of the interactive whiteboards by staff and pupils for work across a range of subject areas. The library, although not observed being used during the inspection is well equipped.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall provision for the under-fives is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. Children in nursery and reception make good or very good progress in all six areas of learning.

Good features

- The teachers in early years plan and review work together. All staff work in close partnership to provide a happy, calm and caring environment: the quality of relationships is very good.
- Play and other practical experiences are planned and thoughtfully organised to ensure children's curiosity is aroused by what they see around them. They have good opportunities to use all the resources available, including regular access to outdoor play and the garden area.
- Adults talk constantly to the children: their achievements are carefully noted so that activities are well matched to individual needs. Sensitive and very good quality intervention by adults ensures understanding and moves learning forward at an appropriate pace.

Children's language, literacy and communication development is good overall.

- In the nursery, children listen appropriately to adults and many are beginning to respond appropriately to questioning. Vocabulary is effectively developed and reinforced in a range of activities such as circle-time or when relating the home – school adventures of a favourite bear. Children talk about shells, pebbles and crabs, and share their discoveries readily when investigating light or using the digital microscope.
- Children in reception are making good progress in their spoken language and talk with enthusiasm about animals and their young. They use the interactive whiteboard independently to draw and label their pictures: more confident children can construct and read their own sentences. Most handle books sensibly and understand how they work: some are beginning to make a positive start with reading.

Children's mathematical development is good.

- In the nursery, children's early mathematical language develops well and is reinforced by adults in a variety of relevant contexts, including story, construction and creative work. Many children can identify numbers on a line. They count confidently to 10 and invent their own words for number rhymes and songs. Children are familiar with simple shapes and when creating their own patterns, for example, refer correctly to their use of large or small circles.

- In reception, children make good progress in their understanding of shape. They can identify 3D shapes and apply this knowledge well when working in a variety of situations. Children enjoy assembling cuboids and cylinders from recycled materials and apply joining techniques with increasing competence. When constructing enclosures for animals, they apply their skills of prediction and estimation sensibly. Most children can count accurately to twenty or more. The more confident are able to construct number stories involving simple addition and subtraction: they interpret these well.

Children's personal and social development is very good.

- In the nursery, staff interact very positively with the children and develop their personal and social skills with sensitivity: children respond well. Routines are very well established and children are happy and settled. They work well together and take turns willingly. When exploring their environment children display considerable independence and make choices with increasing confidence. The majority persevere well with their tasks and are eager to share their discoveries and successes with adults in the secure knowledge that their efforts are valued.
- Children in reception are very well established and a purposeful atmosphere prevails. They are confident and happy and will self register on arrival, select activities independently and persevere to complete tasks. During circle-time they share celebrations gladly and show concern and consideration for the feelings of others. Staff provide very good role models, demonstrating, through their actions and discussions, the importance of caring and sharing: children respond well.

Children's knowledge and understanding of the world is very good.

- In the nursery, children investigate independently and talk about their discoveries. They explore, select and handle materials confidently and imaginatively when, for example, creating texture on clay with pebbles and shells. Children can identify the days of the week, discuss weather patterns and record the symbols on a chart. They use photographs purposefully to identify familiar features in their local environment, are able to talk about their town and country and understand the importance of caring for their environment.
- Children in reception choose materials very confidently for a range of purposes and cut, join, hold and paste with increasing dexterity. When constructing roads and bridges with large blocks, they demonstrate very good handling skills and a high level of co-operative endeavour. Children can plan, draw and discuss simple routes and can include and describe features along the way.
- In nursery and reception very good use is made of ICT to support children's learning.
- In the nursery, children use the digital microscope successfully to investigate shells. They have good mouse control and can print their work with assistance.

- Using the smart-board, children in reception demonstrate a high degree of independence when recording daily attendance. They investigate mini-beasts competently with the microscope, take their own photographs and use the scanner effectively to support their work in art: very good standards are achieved.

Children's creative development is very good.

- Children in the nursery, paint, draw and mould with obvious pleasure and use their knowledge of shape effectively when creating pictures, patterns and designs. They apply their observational skills very well when drawing and sketching pebbles and shells and work together happily to create simple collages. Children make choices independently, apply materials with care and enjoy having their work appreciated by others.
- In reception, children explore colour, shape and pattern to very good effect and their observational skills are well developed. They observe, sketch, draw and use a variety of media to create, for example, detailed drawings of bridges or delicate paintings of bluebells. Children make very good reference to the work of famous artists to inform their work.
- In nursery and reception, music-making sessions are very happy and lively occasions. Children have a good repertoire of action songs and rhymes: they recall words readily and express themselves well. Reception children are able to respond to signals for loud and soft and can keep a steady beat.

Children's physical development is very good.

- In the nursery and reception, children select and handle equipment and tools sensibly and safely. They cut, fold, manipulate, paste and join with increasing independence and competence: when packing presents for a class celebration, reception children apply their skills well.
- In nursery and reception, outdoor play is a fully integral part of the day. Nursery children use equipment sensibly and demonstrate increasing balance, control and co-ordination in their movements. They emulate the role of adults when caring for their environment and display a high degree of co-operation during their role-play.
- Children in reception hold and use writing materials and paint brushes correctly. They apply their mathematical understanding and social skills well when preparing for an outdoor tea-party, set out equipment sensibly and are eager to involve others.
- In their physical education sessions in the hall, children move with confidence and enthusiasm. They work energetically, demonstrate good co-operation and listen and follow instructions very well.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement in English are good in both key stages. In speaking and listening, standards are very good in both key stages. In reading and writing standards are good.

A high number of pupils learn English as an additional language (EAL) and many enter school with little or no knowledge of English.

Good features

- In both key stages, pupils are developing very good listening skills. They demonstrate that they listen responsively in different contexts. In KS1, pupils are active listeners and respond sensibly to what they have heard; they make comments, carry out instructions and are making good progress in listening to each other. Pupils in KS2 maintain their listening attention with patience during sustained whole class discussions.
- Pupils in both key stages make very good progress in their speaking skills. In KS1, pupils can explain what they are doing when involved in a task; they give reasons and explanations clearly and logically in response to questions from visitors and in many instances pose questions of their own using appropriate vocabulary.
- Pupils in KS2, develop very good speaking skills across the curriculum. Effective questioning assists in encouraging pupils' understanding and clarity of expression. Many pupils are confident in putting forward a point of view and sustaining it in discussion.
- Pupils make good progress in their reading skills and are enabled to cope with a range of texts. In KS1, pupils have a good grasp of letter sounds which help them to correctly identify unfamiliar words. They are eager to make observations about aspects of stories, illustrations and characters in books. They apply their knowledge of alphabetical order to find information from non-fiction books and convey the content of what they read accurately. Pupils read their own work confidently.
- Pupils in KS2 read with improving fluency and accuracy and are able to talk with understanding about favourite books and different authors. They respond personally and thoughtfully to what they have read. Pupils are familiar with contents and index pages and are adept at finding information from other sources. Guided group reading impacts positively on the standards in reading.
- Pupils make good progress in their writing skills. In KS1, pupils can sequence sentences and extend ideas sensibly. Most apply simple punctuation appropriately. Pupils retell stories, record personal experiences and write letters to fictional characters.

- By the end of KS2, pupils manage different forms of writing appropriately and competently as in recording experiences, explaining processes and making notes. They achieve good standards of content, style and accuracy in their written work.
- Punctuation is generally used accurately and appropriate strategies are applied to spelling. Pupils use dictionaries to support their written work. By the end of KS2 pupils achieve very good standards in handwriting and in their presentation of work in books.

Shortcomings

- The very good standards achieved in handwriting and the transference of presentation skills to other subjects achieved at the end of KS2 needs to be consistently applied in all classes.

English as an additional language (EAL)

Provision for pupils who speak EAL is very good. Pupils at all stages make very good progress.

Good features

- Pupils speaking English as an additional language achieve very good standards. Class teachers, support staff and GEMSS co-operate and liaise closely in the planning of work to ensure parity of experiences to enable pupils succeed. Additional support by NNEB staff and by GEMSS Bilingual Assistants and teachers ensure that the learning programme is undertaken effectively.
- Pupils are taught in-class and are also withdrawn on occasions for focused activities designed to reinforce and support their progress in main stream lessons. Lessons are structured to meet the specific needs of pupils and outcomes are discussed with staff.
- On entry to school pupils are assessed by EAL staff. The GEMSS Pupils Development Record (PDR) and GEMSS Assessment Pack are used to identify and record pupils' linguistic needs and to determine the level of support required. The tracking of pupils' progress and achievements are monitored and evaluated in order to identify targets for improvement for individuals and groups working at similar levels. Careful records are kept of pupils' stage of development in language competence; these are reviewed, regularly updated and shared with staff.
- Very good quality oral input in the form of questioning and the consistent reinforcing of subject specific vocabulary by all staff precedes written tasks. Practical activities are used as stimuli to consolidate vocabulary.
- In developing pupils' language skills, staff focus appropriately during lesson introductions and in plenary sessions on pupils own backgrounds and cultural knowledge to enrich and inform the learning of their peers as well as extending their own language experiences.

- Good quality resources are utilised by the school to celebrate cultural diversity and to develop understanding of different cultures and religions. Dual language texts, posters and artefacts are used purposefully to support the language programme. Attractive displays of pupils own work and of the many languages spoken within the school contribute positively to this aspect of pupils learning and enable them make very good progress.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards of achievement in mathematics are good in both key stages.

Good features

- All pupils make good progress in mathematics as they progress through the school. The setting arrangements in Y2 and KS2 have a positive impact upon standards.
- In both key stages pupils use mathematical vocabulary effectively and in the correct context. Pupils perform mental strategies accurately and the majority of older pupils can explain and give alternative strategies for their calculations.
- Pupils progress well in their skills with number and by the end of KS2; pupils use and apply number confidently and accurately using the four operations with problems and investigations.
- Y1 pupils make and monitor decisions to solve problems with tessellations and shape showing a good knowledge of 2D shapes and they use mathematical vocabulary purposefully to explain their work. Y2 pupils use standard and non-standard measures in measurement. They demonstrate their understanding of capacity by calibrating containers in 50 millilitre marks and using these measures to check their estimations.
- By the end of KS1, the majority of pupils have a secure knowledge of place value to tens and units, time to the hour and half past, simple fractions, direction and shape.

- In KS2, pupils identify an increasing range of complex number patterns, identify prime numbers and work out equivalences mentally. They are adept at translating percentages into fractions and decimals and vice versa.
- Y3 pupils understand the concept of multiplication as repeated addition and the majority recognise inverse operations with multiplication and division. They are competent with place value and use practical apparatus to reinforce their knowledge of fractions.
- Y4 pupils know the properties of 2D shapes well, recognising right angles and lines of symmetry in a shape.
- In Y5 pupils study probability and ratio using appropriate language. They order decimals to tenths correctly and discuss alternative strategies for working out their investigations.
- In Y6, pupils continue to develop their mathematical skills. They use function machines to solve problems and understand equations. They calculate the perimeter and area of compound shapes, measure angles correctly and work well with percentages, fractions and decimals accurately.

Shortcomings

- Pupil's skills in data handling are not sufficiently developed. They rarely record and interpret their results showing information using a range of graphs.
- Pupils do not sufficiently extend their skills through the use of ICT.

Science

Standards of achievement are good in both key stages.

Good features

- Pupils make good progress in their understanding of scientific principles and have a sound knowledge base, due to a secure coverage of the different areas of the National Curriculum.
- Throughout both key stages pupils have a good recall of previous learning and are able to share their understanding. They are able to use appropriate equipment sensibly and make observations about their tasks. They show a keen interest in their scientific work, are able to make predictions based on previous learning and recognise the need for a fair test. They can explain outcomes of their investigations, using appropriate vocabulary, and how these outcomes compare with their predictions.
- In KS1, pupils show good skills in sorting and classifying scientific information, for example, in Y1 by sorting minibeasts into groups based on common characteristics such as wings or legs and in Y2 on the transparency of objects.

- Pupils show good progress in their understanding of physical processes. In Y2, they recognise that certain materials are good conductors of electricity and use this information to construct simple circuits with switches. In KS2, pupils show a good understanding, through their investigational work, of friction, including air resistance, as a force between surfaces which slows moving objects. Pupils understand that forces act in a particular direction and that forces can make things speed up, slow down or change direction.
- In their study of living things in their environment, pupils in Y4 are able to recognise that woodlice have specific habitat requirements. Through their investigative work pupils are able to predict and observe the behaviour of woodlice when placed in different environments.
- Pupils in KS2, further develop their investigative skills. Older pupils are able to repeat observations and measurements, ensuring that the conclusions of investigations are linked to an analysis and interpretation of findings to seek explanations. Pupils in Y6, in their investigation of the process of evaporation, show good skills in being able to describe relationships between variables in a range of experiments, understand that variables are factors that can change and that some variables are dependent upon the action of others in any experiment.

Shortcomings

- There are no significant shortcomings, though further work could be undertaken to enhance pupils' skills in planning an investigation; in reviewing their work and suggesting how investigations and data could be improved.

Welsh second language

Standards in Welsh as a second language are good in both key stages.

Good features

- Pupils in both key stages respond positively to a balanced programme of reading, writing and oral activities. They participate in role-play activities, share reading books together, collaborate on ICT related tasks and assist each other in their written work.
- Pupils understand simple instructions and commands, respond to greetings and make good progress in re-calling basic vocabulary. They develop good skills in extending their responses during registration and spontaneously introduce Welsh vocabulary into every day speech.
- Pupils in Y1 can answer questions related to changes in the weather using appropriate phrases and enjoy participating in games to reinforce their vocabulary. In Y2, pupils respond positively to a power point presentation related to a big book. They consolidate family vocabulary through role play, paired

questioning, group reading on the listening centre and independent writing tasks using known language patterns.

- In Y3, pupils develop their understanding of positional language when reading a familiar text. They begin to apply recognised vocabulary in a variety of contexts and co-operate in groups to question each other. Pupils respond well to visual clues when answering questions.
- By the end of KS2, pupils begin to use an increasing range of words, phrases and sentences when speaking. In Y6, pupils recall phrases and vocabulary related to holidays and make good progress in asking as well as answering questions.
- Writing skills are developed systematically alongside the consolidation of oral skills in both key stages. Sentence patterns, phrases and vocabulary are purposefully reinforced through labelling drawings, conducting surveys and recording factual and personal information.
- Attractive displays in classes and around the school resulting from activities undertaken in cross curricular work, the inclusion of Anglo-Welsh stories in literacy lessons, participation in annual celebrations, Welsh marking comments in books, target phrases displayed in classes and initiatives such as the Welsh Book Day contribute significantly towards creating a Welsh ethos in the school. The assistance of the athrawes fro in supporting and encouraging teachers in the delivery and organisation of the subject programme impacts positively on pupils' progress.

Shortcomings

There is need to consolidate the evident good practice of using specific target phrases in other subject areas throughout the day, in order to further encourage pupils' extended responses and confidence in initiating dialogue

- Pupils' reading skills, while showing progression needs to be further developed. (This aspect has been identified by the school.)

Design and technology

Standards of achievement are good in both key stages.

Good features

- Throughout the school, pupils use appropriate tools, estimate and measure with increasing accuracy and follow the school's health and safety procedures.
- Pupils develop their knowledge and understanding of a wide range of materials and techniques as they progress through the school. They design, make and evaluate with increasing skill.

- Y1 pupils use their study of Laura Ashley to make patterns after her style; they describe their patterns, designs and then make a range of clothes.
- By the end of KS2, pupils develop their skills by designing and making pizzas, celebration cards, lunch boxes, book marks and wheeled vehicles. They draw their designs, list the materials and tools needed, explain the making process and evaluate the finished product.
- Younger pupils in KS2 consider the contents of a lunch box as a result of their healthy eating project. They research and evaluate different kinds of bread and sandwich fillings.
- Y4 pupils study the advantages of pneumatic power for their monster models and make pressure switches for a burglar alarm system. They list the materials needed, write instructions clearly and evaluate the finished product.
- Older pupils investigate different kinds of textiles to design and make a slipper. They evaluate as they progress through the making process to refine the finished product.
- They design and make a battery powered torch and lantern showing a good understanding of a simple electrical circuit and switch.
- Pupils investigate bridges in Wales and the wider world. They make models of different designs and test them for strength. They make moving toys using cams to create different effects with movement.

Shortcomings

- Pupils' knowledge of making models with movement using electric motors such as fairground rides and powered vehicles are limited.

Information technology

Standards of achievements are good overall in both key stages.

Good features

- Throughout the school pupils use IT equipment, whether in class on the computer suite, competently and confidently in a range of curriculum contexts. The use of such equipment, including electronic boards is embedded in the teaching and learning situations in all classes.
- Pupils are able to work independently and exercise a high degree of autonomy in their work. They use the equipment to process and present information and enhance its quality. Pupils are able to modify and improve their work and present it in a variety of formats.
- Pupils throughout the school are adept at using the computer to search for information through the Internet. Pupils in KS1 are able to find information

related to their work on Laura Ashley and the fashions, music and designs of the period. Pupils in KS2 are able to search for information related to their work in art, for example in Y4 in the study of Clarice Clift, and in Y5 when study a place in Southern India. Pupils show good skills in their use of appropriate search engines.

- In KS2, pupils are able to save, retrieve, edit and print their work and present it in a variety of formats. Older pupils are able to construct poems, stories and posters and can manipulate text, font size and style using simple formatting and can cut and paste text and graphics to produce interesting documents.
- In both key stages pupils show good skills in their ability to communicate and exchange ideas through email, including attaching documents.
- Pupils in KS2 are able to use IT equipment and digital cameras to communicate, share and exchange ideas and information in a variety of forms, including text, pictures, moving images and sound and showing awareness of the needs of an audience. A strong feature of the school is the progression shown in pupils' skills at creating multi-media presentations. By the end of KS2 pupils' achieve very good standards of achievement in this aspect of their work.
- Pupils in Y5 and Y6 show good skills in their ability to predict the outcomes of different decisions when generating a spreadsheet of budget and expenditure. Pupils are able to format cells, enter formula and consider the impact of decisions made.

Shortcomings

- There are no significant shortcomings although control technology; the control of sensors and the programming of the computer to create, test, modify and store sequences of instructions to control events, is at an early stage of development. Additionally, the ability of pupils to enter and store information into a database and interpret findings through a range of graphs needs further development

History

Standards of achievement are good in both key stages.

Good features

- In both key stages pupils show a keen interest in the subject; they listen well, respond very effectively to a range of questions, show very good recall of previous learning and use relevant language and vocabulary. Studies in history are consistently placed within a cross-curricular context that enriches and enhances pupils understanding.
- Throughout the school a key strength of the work is the degree to which pupils' key skills in language are considerably enhanced by their historical studies. The range of learning approaches adopted by the teachers to enhance and develop

pupils' knowledge, skills and understanding is very good and a particularly strong feature.

- Pupils in KS1 have a good understanding of past events and the lives of famous people, for example pupils in their study of Laura Ashley have a good sense of the 1960's and her influence on design. Pupils show good skills in their ability to recognise why people did things and what happened as a result. Pupils in Y1, in their study of the life of Susan Rees, are able to compare their lives and identify differences between ways of life at different times.
- By the end of KS1 pupils develop a good understanding of how we used to live and are able to compare it to the present time. Through the use of a range of historical sources, including artefacts, visits and interviewing visitors pupils are able to ask questions about the past and recognise the different ways in which the past is represented.
- Throughout the school effective use of timelines contributes positively to pupils' chronological awareness and enable them to sequence events and use appropriate conventions when describing the passage of time, for example when studying historical changes during the Tudor period in Y4.
- Pupils in Y3, in their study of the Romans in Britain have a good sense of the characteristics of the period and can show empathy with characters and events. They show a good ability to identify the changes within the period and are able to use effectively role-play to ask and answer questions about the past and communicate their understanding.
- In their study of clothes between three contrasting historical periods, pupils in Y5 show very good skills in their awareness of change and development over time. They are able to make valid comparisons and recognise how clothing can be used to give a valid interpretation of the past.

Shortcomings

- To raise standards further pupils in KS2 would benefit from undertaking research projects in depth that would enable them to develop their ability to select and organise historical information and present their results in a variety of ways.

Geography

Standards of achievement are good in both key stages.

Good features

- Pupils throughout the school develop a good understanding of how plans and maps are constructed and use maps in a wide variety of contexts; when plotting journeys, when mapping local services, in creating imaginary environments, when plotting information gained from fieldwork, for example improving the school environment and when considering development in an alternative locality. In

both key stages the use of maps and aerial photographs is an integral part of the work and pupils acquire good skills.

- Pupils in Y2 are able to use their skills of geographical enquiry, through the use of atlases, globes and internet research, when comparing weather data from a range of countries around the world. Pupils are able to effectively draw upon their first hand experiences of the Indian sub-continent and compare climates.
- In KS1 pupils can identify where they live and describe the area around the school. Through a study of the local area pupils are able to observe, collect information and to ask and answer geographical questions. They show a good ability to communicate their own opinions and express their likes and dislikes.
- Through their study of contrasting localities pupils in both key stages show a good awareness that different places may have both similar and different characteristics. Using a study of the seaside at Porthcawl in KS1, links with a community in Lesotho in Y4, the study of health and education facilities in Chembakoli, India in Y5 and development in Cardiff Bay in Y6, pupils are able to show an understanding of how the physical and human features of places affects the lives and activities of people living there.
- The study of place is central to pupils' work in geography in KS2. Pupils show good progression in their ability to identify geographical patterns and consider the human and physical processes contributing to development in a range of contrasting localities.
- In their study of Cardiff Bay, pupils in Y6 show a good understanding of the changes that have taken place over recent years. Through their studies of land use and the regeneration of the area, pupils understand the ways in which people affect the environment and recognise that people have different views about changes made to the environment.

Shortcomings

- To extend pupils' standards of achievement there is to extend their understanding of the global issues that affect peoples lives, and of ways in which people attempt to safeguard the global environment through sustainable development.

Art

Standards of achievement are very good in both key stages.

Good features

- In Y1, pupils apply their colour mixing and blending skills imaginatively to create pictures of sea and sky, while those in Y2 successfully create contrasting hues and vibrant sunsets through the sensitive application of oil pastels, paint and re-cycled materials: very good standards are achieved.

- In their studies of portraiture and the work of designers, older pupils in KS2 demonstrate the ability to create fine detail through the effective use of line, colour, shape and pattern. They apply measuring and drawing skills competently to their work to achieve symmetry and detailed dimensions.
- Pupils in both key stages develop a very good understanding of the work of other artists who work in a variety of media and styles.
- In Y3, pupils competently explore pattern in the style of Paul Klee and apply colour techniques effectively with the help of computer programmes. They are able to compare and contrast the work of Welsh artists and comment on their style of work: some very good standards are achieved. In Y5, pupils' studies of Indian art reflect a clear focus on detail, shape and colour and are of a high quality.
- In KS1, pupils achieve very good outcomes when working to scale to create baskets of fruit from clay. In KS2, three-dimensional work is further developed through the successful investigation and construction of masks and work in clay inspired by comparisons of well-known statues: some very good standards are achieved.
- Pupils in both key stages apply their skills well to support work in other areas of the curriculum. Scenes reflecting work on Cardiff Bay and Newport, pastel drawings of The Titanic and fabric prints of homes all reflect very good observational skills and careful use of a variety of media and techniques.
- In both key stages pupils use their sketch books to practice observational drawing and to design and develop ideas. They apply their drawing skills imaginatively, transfer ideas well and evaluate their completed work. By the end of KS2, work involving the investigation of perspective is of a particularly high standard.
- Throughout the school, use of ICT to initiate, support and develop work in art is a well established feature and contributes positively to the standards achieved.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement are good in both key stages.

Good features

- Pupils develop and apply their skills in composing, performing and appraising in a progressive way throughout the two key stages.
- In KS1, the majority of pupils demonstrate a good understanding of tone and rhythm as they sing a variety of songs and hymns. Their diction is good and they begin to pay appropriate attention to the quality of the sounds.

- Younger KS1 pupils explore how they make different sounds using parts of their bodies. They clap rhythmic patterns and control the dynamics and pace confidently.
- Older KS1 pupils make and control long and short sounds using their voices and a variety of untuned percussion instruments. They are able to compose their own tunes and record them using graphic notation competently, exploring different ways to represent sound.
- Pupils in both key stages listen and appraise music from different cultures and from Wales. They appreciate that music is used for particular purposes and to create different effects.
- Y3 pupils work in groups with untuned percussion instruments to create music with separate and sustained sounds. They begin to recognise how rhythmic patterns fit together and are able to perform and maintain their patterns in time with other parts.
- Y4 pupils listen to and appraise different kinds of train sounds; they list the sounds heard and use their voices and percussion instruments to follow their own scores. In a study of the work of Aaron Copland pupils are able to analyse the dynamics, tempo, timbre and texture of the 'Quiet City'. They listen to a range of composers and are able to identify the major instruments in the orchestra.
- Older KS2 pupils experiment with different Masmoudic rhythms and compose their own tunes. They have a good sense of beat and rhythm, appraise their work and record the sounds using their own notation.
- Pupils' knowledge of music is enhanced through visits from a variety of musicians. Pupils sing and play musical instruments in school eisteddfods and on celebratory occasions the school choir perform at many local and community events.
- Peripatetic teachers make a valuable contribution to the good standard of singing throughout the school and pupils have access to a wide range of instrumental tuition including the violin, flute and clarinet.

Shortcomings

- There are no significant shortcomings but pupils' compositional skills would be further developed through the increased use of ICT.

Physical education

Standards of achievement in both key stages are good.

During inspection, lessons were observed in gymnastics in KS1 and in games in both key stages. No dance lessons were observed.

Good features

- Pupils in both key stages appreciate the effect of exercise on their bodies and understand the need to warm muscles before commencing vigorous movement,
- In KS1, pupils use space effectively and travel with increasing confidence. They change direction smoothly and can repeat movements. Younger pupils in KS1 make good progress in their throwing and catching skills. They work co-operatively to improve their accuracy and techniques.
- At the end of KS1, pupils progress well in their ability to transfer their balances from floor to apparatus. They execute high and low movements with increasing control and work hard to improve their practice.
- At the commencement of KS2 good progress is evident in relation to ball control. Pupils work well with partners to improve the accuracy of their throwing techniques and build successfully on earlier performances.
- In both key stages good opportunities are provided for pupils to demonstrate and evaluate their performance: pupils are beginning to develop some sound evaluative skills.
- By the end of the key stage, pupils show good development in their passing and receiving skills. They understand the importance of team work and demonstrate a good level of co-operation when working together in groups: the direct involvement of coaching personnel contributes substantially to pupils' enthusiasm and the standards achieved.
- Swimming is undertaken in Y4 and pupils achieve a good record of success.
- A wide range of extra-curricular activities including rugby, football, netball, swimming, gymnastics and dance successfully supports pupils' performance.

Shortcomings

- In some minor games sessions in KS2, pupils make insufficient progress in their acquisition and application of skills.

Religious education

Standards in religious education are good in both key stages.

Good features

- Pupils are enabled to develop a sensitive understanding of the needs of others within a caring school community and are encouraged carefully to respect other people's beliefs and customs. Pupils develop a good understanding of the rituals,

rules and teachings in other faith systems that have different foundations to their own and can explain in simple terms, certain features which bind them together.

- Appropriate emphasis is placed on Christian values and beliefs in the daily life of the school and pupils develop a good awareness of Christian practices alongside those of other faiths.
- Pupils in Y2 develop their understanding through investigating the differences between the Hindu and Islamic Creation stories. They read together and discuss the story of Raksha Bandhan and can give reasons for the importance of family in its different forms relating to their own experience; they are sensitive to the idea of consideration and respect in relationships.
- In Y4, pupils begin to understand how religion guides people in their choices when identifying similarities and differences in the rituals and customs within the church and mosque.
- Pupils' own cultural knowledge and background is incorporated to inform class discussions. This greatly enriches the learning of the pupils and their peers, and is a strong feature of lessons.
- Throughout both key stages, pupils are aware of the importance of rules in their lives. They understand the consequence of breaking rules and through the compilation of their own, develop a clear understanding of right and wrong.
- Pupils know how believers of other faiths celebrate different festivals in different ways through experiencing activities related to the celebration of Eid. They can recall some of the ways in which Eid is celebrated and can explain why Eid is important to Muslims. Pupils have a good awareness of ways in which people's lifestyles, including diet are affected by their beliefs.
- Pupils respond personally to what they discover and experience in their religious education discussions through writing in a range of forms which includes their own prayers. They make good progress in response to well planned experiences. A range of resources, visiting clergy, links with the community, artefacts, reference works, visits to the Church and Mosque and cross-curricular links in art and design and technology enhance pupils' understanding of their religious education studies.

Shortcomings

- There is need to further develop pupils' ability to explain, pose questions and analyse issues in religious education topics in order to deepen their understanding of the facts they learn.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Following an inspection in the spring term 1999, the previous inspection report identifies four key issues for action. The school has made very good progress in addressing all issues.

1. improve standards in those subjects which are unsatisfactory, and address shortcomings which exist in other subjects;

Subjects previously identified as unsatisfactory, namely design and technology, information technology and history at both key stages are now judged to be good in all those subjects with some very good aspects in information technology. Subjects previously identified as satisfactory, namely English, mathematics, science, Welsh second language, geography, physical education, music and religious education are now judged to be good. In all the subjects of the National Curriculum and in the key skills very good progress has been made. All subjects are now at least good and some subjects and aspects are very good.

2. improve the assessment of pupils' achievements and make better use of assessment data to inform planning;

Assessment data is carefully analysed and comparisons with national results and LEA results made. Results from baseline and regular testing in the core subjects are used to set pupils in ability groups and this is having an impact on standards. Tracking procedures are firmly embedded in the assessment procedures and challenging targets set for pupils. The assessment of pupils' achievements and attainment is regular undertaken, is consistent and accurate and used effectively to promote higher standards. Regular assessment by teachers through their evaluations of pupil performance is used to inform future planning and ensure that work is suitably challenging. Progress in relation to this key issue is very good.

3. ensure that the content and pace of lessons meets the needs of higher attaining pupils;

The high quality of teaching is a consistent feature of the school. Work is effectively planned to meet the needs of all pupils, including the more able. Detailed policies and procedures to ensure that work is suitably challenging are in place and this is reflected in the results that the pupil achieve and the standards they attain. Progress in relation to this key issue is very good.

4. continue to improve the monitoring by the senior management and subject co-ordinators of standards, the curriculum, planning, teaching and assessment;

The school has an effective system for the monitoring and evaluation of standards, teaching and learning and the quality of education in the school undertaken by all teachers and managed by subject leaders and the senior management team. Informed gained is used to inform subject action plans, the school improvement plan and staff development and has been a key feature in the raising of standards in the school. Progress in relation to this key issue has been very good.

8.2 Key Issues for Action

The school needs to:

- maintain the current high standards of achievement and work to raise the current good standards to very good;
- extend the level of pupils' involvement in their own assessment of performance and the setting of personal targets for improvement; *
- further develop the subject leader's role in aiding and supporting colleagues in the assessment of pupils' performance in the foundation subjects; *
- improve the levels of pupil attendance and pupils punctuality at the start of the day. *

* these issues are identified in the school's improvement plan.

The inspectors wish to thank everyone associated with the school, especially the headteacher, staff, pupils, parents and governors for the co-operation and courtesy they received during the inspection.

APPENDIX

A. Basic information about the school

{~}

Name of School	Maindee Primary
School type	Primary
Age -range of pupils	3 - 11
Address of school	108, Corporation Road, Newport.
Post-Code	NP19 0BH
Telephone Number	01633 263309

Headteacher	Mrs. Carol Wadsworth
Date of appointment	September 1 st 2002
Chair of Governors/ Appropriate Authority	Mrs. D.Owen-Winn
Registered Inspector	Mr. Allan Fear
Dates of inspection	28 June- 1 July 2004

B. School data as indicators

Number of pupils in each year group

Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26	53	43	49	53	46	44	58	372

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	0	16

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24.7 :1
Pupil : adult (fte) ratio in nursery classes	5:1
Pupil : adult (fte) ratio in special classes	na
Average class size, excluding nursery and special classes	24.7
Teacher (fte) : class ratio	1 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>					
	N	R	KS1	KS2	Whole school
Spring 2004	82	77	85	89	86
Summer 2003	87	87	88	90	89
Autumn 2003	87	84	90	93	91

Number of pupils excluded during 12 months prior to inspection.	2
---	---

C. Results of national curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 1 : 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 56						
Percentage of pupils at each level			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School			13	26	31	28	2
		National			4	14	63	20	0
EN: Reading	Teacher Assessment	School			13	24	30	28	6
		National			4	14	55	27	0
EN: Writing	Teacher Assessment	School			19	24	56	2	0
		National			5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School			13	24	28	30	6
		National			3	12	63	22	0
MATHEMATICS	Teacher Assessment	School			6	20	63	11	0
		National			2	11	63	24	0
SCIENCE	Teacher Assessment	School			2	22	44	31	0
		National			2	10	66	22	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:	56	In Wales:	80
----------------	----	-----------	----

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
A pupils who were absent from the tasks

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2 : 2003

National Curriculum Assessment KS 2 Results: 2003										Number of pupils in Y6: 48				
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School							9	20	62	9		
		National						1	6	16	45	31		
	Test/Task	School		2					10	23	36	29		
		National		2	1	1			5	12	38	40		
Mathematics	Teacher assessment	School							12	33	47	8		
		National							4	19	46	30		
	Test/Task	School		2					14	28	42	12		
		National		2	1				4	18	42	33		
Science	Teacher assessment	School							8	12	58	22		
		National							2	13	49	35		
	Test/Task	School		2					2	17	50	29		
		National		2					1	9	48	39		

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:	61	In the school:	48
In Wales:	70	In Wales:	69

- 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
 N Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

NATIONAL CURRICULUM ASSESSMENT RESULTS
 END OF KEY STAGE 1 : 2004

National Curriculum Assessment KS 1 Results: 2004			Number of pupils in Y2: 46						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School			10	18	60	12	0
		National			4	14	63	20	0
EN: Reading	Teacher Assessment	School			13	15	49	24	0
		National			4	14	55	27	0
EN: Writing	Teacher Assessment	School			8	22	70	0	0
		National			5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School			13	24	28	30	0
		National			3	12	63	22	0
MATHEMATICS	Teacher Assessment	School			0	14	77	9	0
		National			2	11	63	24	0
SCIENCE	Teacher Assessment	School			0	7	57	37	0
		National			2	10	66	22	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:	65	In Wales:	80
----------------	----	-----------	----

- D Pupils who have been disapplied from the statutory arrangements
 W Pupils who are working towards level 1
 A pupils who were absent from the tasks
 NB School results for 2004 are compared with 2003 all Wales data

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2 : 2004

National Curriculum Assessment KS 2 Results: 2004											Number of pupils in Y6: 58			
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School			2				9	23	59	7		
		National						1	6	16	45	31		
	Test/Task	School			4				7	21	44	24		
		National		2	1	1			5	12	38	40		
Mathematics	Teacher assessment	School			2				12	18	49	19		
		National							4	19	46	30		
	Test/Task	School			3				9	23	42	23		
		National		2	1				4	18	42	33		
Science	Teacher assessment	School							5	25	58	12		
		National							2	13	49	35		
	Test/Task	School			1				2	23	60	14		
		National		2					1	9	48	39		

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:	60	In the school:	60
In Wales:	70	In Wales:	69

- 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
N Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

NB School results for 2004 are compared with 2003 all Wales data.

D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. 35 parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 52 questionnaires returned by parents were analysed. A team of three gave 10 inspector days to the inspection, in the course of which formal observations were made of 77 lessons or part lessons. In addition, 86 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

E. Composition and responsibilities of the inspection team

NAME	ASPECTS	SUBJECTS
Mr. A.D.Fear	1.0 The School and its Priorities; 2.0 Main Findings; 3.1 Standards achieved in the subjects and Areas of Learning; 5.1 Teaching; 6.1 Quality of Self-Evaluation and Planning for Improvement; 6.2 Leadership and Efficiency; 8.1 Progress since the last inspection; 8.2 Key issues for action.	Science Information Technology History Geography
Mrs. G.Rees	3.2 Standards achieved in the Key Skills across the Curriculum; 6.3 Staffing, Accommodation and Learning Resources;	Welsh second language English Religious education
Mrs P.Williams	4.1 Pupils' Spiritual, Moral, Social and Cultural Development; 5.4 Support, Guidance and Pupils' Welfare; 5.5 Provision for Pupils with Special Educational Needs.	Early Years Art Physical education
Mr. C. Brace	5.2 Assessment, Recording and Reporting; 5.3 Curriculum;	Mathematics Design & Technology Music
Mrs. C.Lewis	4.2 Behaviour and Attitudes; 4.3 Attendance; 5.6 Partnership with parents and community, schools and other institutions; 5.7 Partnership with industry.	