

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

Malpas Church In Wales Infant School

**Yewberry Close
Malpas
Newport
NP20 6WJ**

SCHOOL NUMBER:6803001

DATE OF INSPECTION: 4 – 6 November 2002

BY

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REGISTERED INSPECTOR No: WO86/16177

DATE:27th November 2002

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

{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.

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1. CONTEXT

{~}The school and its priorities

Malpas Church in Wales Infant School is situated in a suburb of Newport. It is housed in a single storey building set in attractive grassed grounds. There are six single-age classes from reception to Y2. At the time of the inspection there were 158 pupils on roll, and 6% were entitled to free school meals. The school identifies the area as neither prosperous nor disadvantaged, and similarly the intake is neither advantaged nor disadvantaged, with a full range of ability. Almost all pupils have English as their first language, and there are no natural Welsh speakers. No pupils are 'looked after' by the local authority. Two pupils have a statement of special educational needs, and 31 are on the special educational needs register.

The school aims to contribute successfully to the development of each child in the school community, to foster relationships with the wider community and to ensure that the curriculum provides a Christian setting in which children can grow intellectually, socially, morally and spiritually.

The school development plan (SDP) indicates that the focus for 2001/2 is implementing the EEL project in the early years, further raising standards in literacy and numeracy, to develop the use of the key skill of ICT and review and update the RE scheme of work. The school also aims to review the SEN policy in the light of the new Code of Practice.

The school was last inspected in June 1997 and has made good progress since then.

2. MAIN FINDINGS

{~}The main findings of the report

- Malpas Church in Wales Infant School provides high quality education for its pupils in a caring, safe environment, where mutual respect and honesty are valued.
- The educational provision for under fives, taken overall, is appropriate and promotes the Desirable Outcomes for Children's Learning.

<u>Area of Learning</u>	<u>Standards Achieved</u>
Language, Literacy and Communication Skills	Good
Personal and Social Development	Very Good
Mathematical Development	Good
Knowledge and Understanding of the World	Very Good
Creative development	Very Good
Physical Development	Very Good

- In KS1, standards of achievement are:

Subject	<u>KS1</u>
English	Good
Mathematics	Good
Science	Very Good
Welsh as an additional language	Good
Design Technology	Good
Information Technology	Very Good
History	Very Good
Geography	Very Good
Music	Very Good
Art	Good
Physical Education	Good

- At the end of KS1, teacher assessment indicates that the percentage of pupils attaining at least level 2 in English, mathematics and science was 95% in 2002. This compares favourably with the all Wales figure of 81%.
- The school uses assessment data actively to ensure that all pupils are achieving equally well in the core subjects.
- Standards achieved in key skills across the curriculum are:

<u>Key Skill</u>	<u>Grade</u>
Speaking	Very good
Listening	Very good
Reading	Very good
Writing	Good
Numeracy	Good
Information and Communications Technology	Very good

- The school's provision for spiritual, moral, social and cultural development is very good. Relationships within the school are caring and kindly and engender a sense of belonging. Pupils are treated fairly and respond to clear expectations with consideration for others, interest in their work and pride in themselves and their school.
- Pupils are developing a clear understanding of others less fortunate than themselves and of the significance of equality issues. Aspects of cultural diversity and racial harmony are positively promoted through curriculum topics and stories.
- Pupils' awareness of Y Cwricwlwm Cymreig is well developed: Welsh culture

and heritage has a secure place in the curriculum through educational visits, annual celebrations and involvement in the Urdd Eisteddfod.

- The standard of behaviour is very good. The gentle introduction at the beginning of the morning creates a calm ethos which continues throughout the day. Pupils are courteous and considerate to each other, staff and visitors, and have a sense of commitment to their work.
- Attendance is good overall. Registration is carried out in Welsh at the start of each session and absences appropriately coded.
- The quality of teaching was judged to be at least satisfactory in almost all lessons and sessions observed: the quality was good in a quarter and very good in almost half the lessons. Teachers use a range of techniques which are well suited to the age groups of pupils and work is well matched to pupils' needs.
- In the best practice teachers share the learning objectives with pupils, give clear introductions and conduct lessons at a good pace which maintains pupils' interest and concentration. Teachers have very good questioning skills, differentiating appropriately to ensure all pupils have an opportunity to succeed.
- The quality of assessment, recording and reporting is very good. Careful records are kept of pupils' achievements, which provide a good overview of their progress. Progress in reading is recorded effectively and home school reading records have a positive impact on progress.
- Marking of pupils' work is constructive and helpful and is supported by meaningful comments. Annual reports to parents are well presented and informative and help to keep parents well informed about their child's progress.
- The school offers a very good quality curriculum which is broad and balanced and is supported by a variety of experiences such as taking part in competitions, educational visits and music tuition. Visitors to the school contribute to pupils' expanding awareness of global matters. Pupils from reception up are aware of the need to care for the environment through recycling and caring for their own locality.
- The ethos of the school is consistently evident in the way that it ensures that all pupils have opportunities to experience the whole curriculum. Pupils are strongly supported by teachers, support staff and the many adult helpers who are welcomed to the school.
- The school has correctly identified that the curriculum for reception children needs a closer focus on the Desirable Outcomes, that planning needs to provide children with more opportunities for free choice, and that adults need to be able to give more direct input into those self-chosen activities.
- The quality of personal support and educational guidance given to pupils is very good. Teachers ensure that effective learning takes place through enabling pupils

to explore new relationships and experiences within a positive ethos. Personal and social education is very well taught through a balanced and meaningful programme of learning opportunities across the curriculum and is intrinsic in the life of the school.

- The quality of provision for pupils with special educational needs (SEN) is very good. Pupils experiencing difficulties are identified early and supported by the positive partnership between home, school and adult helpers. Appropriate individual education plans include specific achievable targets and are conscientiously monitored by the special educational needs co-ordinator. In-class support by classroom assistants provides positive learning experiences for pupils and promotes their self-esteem.
- Partnership with parents and the community, schools and other institutions is very good. Parents are well informed about the life and work of the school and an active parent teacher association supports the school very well. The school has a close partnership with a wide range of community organisations and has gained a number of awards from outside agencies.
- Partnership with industry is good. The school's links with major national retail outlets supports the curriculum and introduces pupils to the world of work.
- The quality of the school's self-evaluation and planning for improvement is very good. The head teacher, governing body and staff regularly evaluate their effectiveness in all areas of school life. Governors meet staff regularly to review achievement and development, and many observe teaching and learning and assist with groups of children.
- The head teacher reviews planning, teaching and learning frequently and subject leaders review their subjects on a termly basis. All teaching staff observe their subjects being taught and provide feedback on strengths and areas for development.
- The head teacher, senior management team and governing body use agreed criteria to evaluate improvement: national and local data are used effectively to establish priorities for future development.
- The school development plan sets appropriately challenging targets for the next three years, which have been established through careful self-evaluation by all involved in the school. The targets are clear and resource implications are identified. Realistic timescales for review and completion enable the school to move forward appropriately.
- The school has very good quality leadership and efficiency, with a sound culture of self-evaluation evident. The strong Christian ethos evident in the aims and mission statement provides a sound basis of shared values and norms about behaviour, learning, relationships and equality of opportunity.
- The head teacher has a clear vision for the development of all aspects of school

life. She has high expectations of herself, staff and pupils, and these are shared by all involved in the school. Subject leaders work very hard to ensure that their curriculum areas provide effective support for pupils, and their contribution to evaluation and forward planning is very good.

- The finance committee of the governing body plans expenditure effectively, using appropriate criteria to evaluate outcomes. Overall, the school provides very good value for money.
- The management of staffing, accommodation and learning resources is very good. Subject leaders undertake both curricular and pastoral responsibilities conscientiously and develop new initiatives very well. Support staff provide very good assistance in the classroom and in other areas of the school's development. All members of staff are committed to providing the best for pupils and work hard to ensure all have equal opportunities.
- There is adequate accommodation for the number of pupils on roll: however, the shared accommodation for the reception classes is cramped for teachers trying to provide an appropriate early years curriculum. Accommodation is clean, bright and welcoming.
- Learning resources are of good quality and replaced and updated to meet the needs of the curriculum. Storage is difficult and many resources have to be housed in the hall. However, staff make very good use of all resources which are used effectively to promote high standards of achievement.
- The school has made good progress since the last inspection, which took place in June 1997. Pupils' investigative skills are evident in science, where pupils are able to hypothesise and carry out investigations, making their own recordings. They are also undertaking investigation in other subjects. The head teacher and governing body regularly reflect on and evaluate their decisions in order to take the school forward.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are consistently good throughout the school, and many are very good.

- The educational provision for under fives, taken overall, is appropriate and promotes the Desirable Outcomes for Children's Learning.
- Children achieve very good standards in personal and social development, knowledge and understanding of the world, physical development and creative development. They achieve good standards in language, literacy and communication skills and mathematical development.

- In KS1, pupils achieve good standards in English. Pupils listen carefully in a variety of contexts, and are able to recount personal experiences, take part in discussions and ask and answer questions effectively. They are keen to share books and read their own work confidently. They make good progress in independent writing.
- Pupils achieve good standards in mathematics and are making good progress in their understanding of number, shape and data handling. Older pupils are able to present data in the form of tables and pictograms.
- Standards in science are very good. Pupils have good recall of previous learning and are able to predict and carry out investigations. They are able to record results in a variety of appropriate ways. They show a keen interest in their scientific work, and are able to understand the need for tests to be fair.
- Pupils achieve very good standards in information technology, history, geography and music. Standards in Welsh as an additional language, design technology, art and physical education are good.
- At the end of KS1, teacher assessment indicates that the percentage of pupils attaining at least level 2 in English, mathematics and science was 95% in 2001. This compares favourably with the all Wales figure of 81%.
- The school uses assessment data actively to ensure that all pupils are achieving equally well in the core subjects.

3.2 Standards achieved in key skills across the curriculum

Pupils throughout the school make very good progress in acquiring the key skills, and achieve very good standards in speaking, listening, reading, and information and communication technology (ICT), and good standards in writing and numeracy across the curriculum.

- Pupils speak confidently in all subjects of the curriculum. They are able to discuss their work together and talk about what they know, are doing and understand. They use subject-specific language appropriately.
- Pupils listen carefully to adults and to each other. They are able to take turns and their very good quality listening skills enable them to ask and answer questions effectively.
- Pupils read for a variety of purposes. They are able to read their own and others' work in class, and use reference materials well. Children in the reception classes are beginning to read labels and have very good early book skills. In KS1, pupils are able to read for information from books and computer sources, and can bring their findings back to the class for discussion.

- Writing across the curriculum areas is good. In reception, children enjoy writing their own letters and cards and are beginning to be able to write their names and simple words. In KS1, pupils are able to write up science investigations and research in history and geography.
- Pupils are using numeracy well in science to count and estimate, and produce block graphs in geography. They measure materials in design and technology, and produced regular patterns when making Joseph's coat. Pupils count regularly in Welsh for dinner numbers, and weigh ingredients accurately in design and technology activities.
- ICT is used very effectively to support all subjects of the curriculum. In reception, children discuss digital photographs taken on their local walk, and use ICT for early number activities, paint programmes and language development. In KS1, pupils use the interactive white board in mathematics, digital microscopes in science, and support language development through the use of e-mails and video conferencing with a number of other schools.
- The school's inclusive ethos ensures that all pupils are given the support needed to progress effectively in the key skills. Pupils with special educational needs are provided with individual language and mathematical development programmes on computers in their area, for example.

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 aim of creating a community where each member is valued and where relationships 'between school, home and parish prepare pupils for entry into the wider community' is successfully achieved through the curriculum and permeates all aspects of school life.
- Relationships within the school are caring and kindly and engender a sense of belonging. Pupils are treated fairly, are valued and benefit from a consistent approach by staff who in providing sensitive pastoral care are themselves good role models. Pupils respond to clear expectations with consideration for others, interest in their work and pride in themselves and their school. Staff create a climate of success where individual strengths and needs are nurtured and respected.
- Pupils co-operate well with each other and collaborate responsibly in group activities. They display a sense of fairness when sharing resources. Older pupils carry out their tasks with the minimum of supervision, show a developing self-reliance and exercise choice sensibly.

- Pupils' achievements are celebrated and their self-esteem enhanced in acts of collective worship, which meet statutory requirements. Their awareness of their own responsibilities to the world in which they live and their understanding of safeguarding the wider community through sustainable development is addressed through their work in geography and has been identified by the school as an area for further development.
- Pupils' personal and social skills are thoughtfully promoted through a range of curricular and extra curricular learning experiences. They develop good skills in role play activities, during class and group discussions and in circle time sessions. They respond to the ideas of others and begin to offer their own views honestly and sensibly when talking about their work. Social skills are further enhanced through contact with the community and through wide ranging contributions made by local clergy, visiting speakers, artists and performers. Initiatives such as the special awards presented by local senior citizens make a positive contribution to developing pupils' sense of social obligation.
- Pupils are developing a clear understanding of others less fortunate than themselves and of the significance of equality issues through their support of charitable causes. Aspects of cultural diversity and racial harmony are positively promoted and well developed through curriculum topics and stories and supported by speakers, including visiting foreign clergy. There is a policy in place to meet the legal requirements of the Racial Equality Act.
- Pupils' awareness of Y Cwricwlwm Cymreig is well developed. Educational visits, annual celebrations, displays and cross-curricular events including involvement in the Urdd Eisteddfod ensures that Welsh culture and heritage has a secure place in the curriculum.

{~}4.2 Behaviour and attitudes

Standards of behaviour and attitudes are very good.

- The morning session starts with pupils in all classes gently singing their 'welcome song' while getting their work books and moving to their desks: this creates a calming and caring ethos that continues throughout the day.
- Staff are good role models: their expectations of good behaviour are clearly expressed and the mutual respect that exists enhances pupils' self esteem and self-discipline.
- Pupils are courteous and considerate to their peers, adults and visitors.
- Pupils are willing contributors to class discussions and work diligently at their individual tasks. They display good collaborative skills and often support each other in their learning.
- Pupils have a sense of commitment to, and enjoy, their work.

- The excellent supervision during break and lunch demonstrates the school's caring policy and adults guide children's play enthusiastically.

{~}4.3 Attendance

The standard of attendance is good.

- Registration is carried out promptly at the start of each session and absences are codified appropriately.
- The lower than normal attendance in reception classes for last Autumn and Spring terms has been remedied and the average for the last full term prior to the inspection was 94.7%.
- Attendance is monitored closely and follow-up procedures are in place with appropriate support from the Education Welfare Officer when required.
- Despite the best efforts of the school, attendance is affected by the number of pupils taking holidays during the school term.

5. {!}QUALITY OF EDUCATION

{~}5.1 Teaching

The quality of teaching is at least satisfactory in almost all lessons and sessions observed. The quality was good in 25% of lessons, and very good in almost half.

- The good quality teaching enables pupils to make good progress and achieve well in both curriculum areas and in contributing to the positive ethos of the school.
- Teachers have sound knowledge and understanding of the subjects they teach, and subject leaders monitor progress and achievements of pupils regularly through examination of work, observation of others' teaching, termly evaluation of achievement in their subject and moderating and annotating exemplar material during staff meetings.
- Planning includes clear learning objectives and identification of key skills to be achieved through specific subject areas. Planning shows clear continuity and progression which is reflected in the standards pupils achieve.
- Planning for children in reception is in subject areas and although they make good progress towards the Desirable Outcomes, the school has identified that planning needs to give children more autonomy in their learning, and provide more adult input into self-chosen activities.
- Teachers use a range of techniques which are well suited to the age groups of pupils. These include whole class or group input, paired and group work, and individual work.

- Work is appropriately matched to the needs, age and stage of development of pupils, and those with special needs are well supported so that they make good progress in their learning.
- Support staff provide very good assistance in classes and this ensures that all pupils have equal access to the curriculum.
- Pupils are given opportunities to undertake investigative work in a number of curriculum areas, including science, mathematics and geography. They are able to use both book and ICT sources to support their work.
- All adults involved in the classroom show a high degree of respect for pupils, and expect pupils to achieve well in both behavioural and curriculum terms: pupils respond very positively to this.
- In the best practice, teachers share the learning objectives with pupils, give a clear introduction and directions and conduct lessons at a good pace, which maintains pupils' interest and concentration. Timing is used effectively to enable pupils to achieve the objective and to reflect on their learning at the end of the lesson.
- Most teachers give very clear explanations and have very good questioning skills, differentiating appropriately to ensure all pupils have an opportunity to succeed. Many build on all opportunities offered by pupils' responses to provide extended teaching points.
- Pupils are aware of their targets for improvement and teachers discuss these regularly during work times.
- Reading activities shared with parents contribute to the standards achieved in English across the curriculum, and teachers' dialogue with parents in their target books supports pupils in making good progress.
- Very occasionally, the initial whole class input is too long, and learning objectives are not made clear to pupils. This results in a slow start to their individual work, and this lack of pace means that pupils do not finish their tasks.

{~}5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is very good.

- The school's policy for planning, assessment, recording and reporting together with the marking and differentiation policies provide a sound framework for the school. The co-ordinator has developed effective strategies which provide good levels of support for both pupils and teachers. The policy for assessment is a working document, aspects of which are currently being reviewed and updated in order to improve manageability.

- Baseline assessments carried out within the first half term of entry ensure that work is well matched to children's needs. Careful records are kept of children's achievements in the six areas of learning and form the basis for consultations with parents.
- Assessment data is analysed in detail and is used to provide appropriate targets for school improvement and support pupils in improving their standards of achievement.
- Assessment opportunities are identified in medium term planning and on the basis of differentiation are further refined in short term planning to meet individual pupils' needs. Teachers employ a variety of assessment strategies, including specific tasks, observations, discussion, questioning, group work and pupil self-assessment.
- Records are detailed, are regularly maintained and are effective in providing a good summative overview of pupils' progress. The school is currently reviewing aspects of collated evidence and is in the process of developing year group portfolios and introducing learning diaries.
- Pupils' progress in reading is recorded extensively and effectively. Written comments are diagnostic and support pupils' development. Home school reading records provide a dialogue between home and school and have a positive impact on progress.
- Annual reports to parents are well presented and informative and identify abilities and achievements. Hand-written comments by the headteacher and staff are positive and pertinent in keeping parents well informed of their child's progress.
- The marking of pupils' work is constructive and helpful and is supported by meaningful comments. Strategies identified in the appropriate policy documents encourage consistency in teachers marking to enable pupils improve their learning.
- Parents are invited to discuss their children's work formally in consultation meetings held three times during the school year, additional opportunities are given for informal discussions as and when required.

{~}5.3 Curriculum

The school offers a very good quality curriculum which is broad and balanced and meets the requirements of the National Curriculum.

- The curriculum for children under five enables them to make good progress towards achieving the Desirable Outcomes for children's learning. However, the school has correctly identified that, overall, there is too little opportunity for pupils to make choices of activities and few opportunities for adults to interact

with children in their self-chosen activities. It is also planned on a NC subject basis, rather than focusing on the Desirable Outcomes.

- The curriculum for KS1 pupils is of a high quality, covering all subjects of the NC and appropriate aspects such as personal and social education.
- Subject leaders carry out a termly audit of their areas to ensure pupils are experiencing an appropriate breadth of experience and are achieving appropriate standards.
- Schemes of work and fortnightly planning show that pupils experience continuity and progression in their learning. Teachers in specific year groups plan together to ensure that their classes have similar experiences.
- Planning identifies clear learning objectives for each lesson or session and enables teachers to share these with pupils as the start of each session, and review achievement at the end.
- Planning for the key skills is embedded in both medium and short term planning: opportunities are identified and used effectively to enhance pupils' experiences and achievement.
- Pupils take reading books home regularly, and parents complete a target book, which helps to improve pupils' language skills: this is evident in the standards pupils are achieving.
- The school's planning for personal and social development permeates the whole curriculum: pupils have specific sessions of circle time, but their skills are developed through every teaching session, during break and lunchtimes and through the caring ethos of the school.
- The curriculum is enhanced by the use of video conferencing with schools in other parts of South Wales, and by the imaginative use of ICT to support subject areas.
- Pupils have regular opportunities to experience extra-curricular activities: there are after-school country dancing and 'fit and funky' sessions, and pupils have opportunities to take part in Urdd activities, compete for art prizes and enjoy educational visits both locally and further afield.
- Pupils' learning is widened by the experience of the number of visitors to the school and their expanding awareness of global matters through supporting children learning in Africa. Pupils from reception up are aware of the need to care for the environment through recycling and caring for the locality.
- The school is piloting a local scheme to begin to teach the violin in KS1 and a number of pupils are participating in this.

- The ethos of the school is consistently evident in the way that it ensures that all pupils have opportunities to experience the whole curriculum. Those who have special needs are strongly supported by teachers, support staff and the many adult helpers who are welcomed into the school.

{~}5.4 Support, guidance and pupils' welfare

The quality of personal support and educational guidance given to pupils is very good. Pupils' welfare is sensitively and carefully monitored.

- The school provides a supportive and welcoming environment in which initiative, responsibility and caring relationships are inherent. In enabling to pupils explore new relationships and experiences within a positive ethos, teachers ensure that effective learning takes place.
- Routines in the early years are very well established and children show increasing confidence in their ability to cope with challenges. The personal sense of security and well being is enhanced by the hand to hand entry of all pupils at the start of the school day and the welcome afforded them by headteacher and staff.
- Carefully collated photographic and other records of special initiatives enable pupils understand that everyone's contributions, including their own, are valued. Parental assistance in mounting poems and written tasks in attractively bound computer generated books enable pupils to present their work in a supportive context.
- Good relationships between staff and pupils are underpinned by a sense of the value of the child. Teachers are sensitive to the needs of individual pupils and show concern for their welfare and safety. Pupils in return are happy, secure and show developing self-reliance and independence in response to teacher expectations.
- There is an appropriate policy for personal and social education (PSE) which complies with the ACCAC framework 2000. This is very well taught through a balanced and meaningful programme of learning opportunities across the curriculum and is intrinsic in the life of the school. Sex education is promoted sensitively within the context of this provision.
- Overall responsibility for child protection is conscientiously undertaken by the headteacher who along with staff has received the appropriate training. The school is appropriately supported by sound contact with relevant external agencies.
- School documentation is clearly presented, is regularly communicated and is informative to parents. School reports issued annually are of good quality and the additional hand written comments by the headteacher and staff are supportive in enabling parents assist in their child's progress. Reading and numeracy workshops actively engage parents in their children's learning and encourage dialogue with the school. Appropriate use is made of pupil records to monitor individual pupils'

progress and older pupils are encouraged and supported to be a part of the process.

- The school has an appropriate Health and Safety Policy which is reviewed annually by the governing body. Accident and emergency procedures are clearly addressed in the appropriate policies and there are well-documented procedures for the safeguarding of pupils' health, safety and general well being. These are appropriately implemented. There is a policy in place providing guidelines for behaviour and disciplinary procedures and all staff have received training in LEA initiated behaviour management.
- The school considers issues of inclusion carefully and pupils with special educational needs (SEN) are well integrated into class and school activities. The learning support assistants and adult helpers are enabled to provide good quality support for the learning programme and are positive and considerate in their encouragement of pupils.
- The assistance given by mid-day supervisors and adult helpers are valued by the school and contribute positively to the quality of provision. Their roles are clearly defined and they undertake their responsibilities conscientiously and efficiently including assisting pupils' understanding of playground rules.
- The school has a secure access system to ensure as far as possible the safety of pupils and staff during the school day.

{~}5.5 Provision for pupils with SEN

The quality of provision for pupils with special educational needs (SEN) is very good. Thirty-one pupils are identified by the school as requiring SEN support. A further two pupils have statements of special educational needs.

- The school has established a policy giving a clear account of procedures and administrative arrangements relating to the identification and assessment of pupils with SEN which meet the requirements of the revised orders of the Code of Practice. The revised policy has been drafted collaboratively with support agencies and ratified by the governing body.
- The designated governor for SEN is very supportive, is well informed and visits the school on a regular basis.
- The role of the SEN co-ordinator (SENCO) is effectively and diligently carried out by the headteacher who is well supported by the teaching staff.
- A significant feature of the support programme is the early identification of pupils with learning difficulties through the effective and thorough recording of assessment screening results and detailed assimilation of collated evidence by the SENCO.
- The school places emphasis on the partnership between home, school and adult

helpers in enabling pupils make good progress. Regular praise and encouragement are characteristic of the process. Good relationships have been established with outside agencies.

- Appropriate individual education plans (IEP's), conscientiously monitored by the SENCO, include specific achievable targets. They are well integrated into class work in order to achieve the required progress and are regularly reviewed. Parental involvement is actively encouraged at each step of the process. Older pupils are supported and enabled to be part of the learning programme.
- In-class support by nursery nurses and classroom assistants provides positive learning experiences for pupils and promotes their self-esteem and confidence in their ability to succeed.
- Additional funding provided by the school ensures that pupils with specific difficulties are well supported and the requirements of their statements met.

{~}5.6 Partnership with parents and community, schools and other institutions

Partnership with parents and the community, schools and other institutions is very good.

- Parents are regularly informed of the life and work of the school. Parents are well informed on curriculum matters on a termly basis and the parents' workshops for reading and mathematics are particularly valued.
- An active PTA supports work in the school: as well as arranging fund-raising and social events, a number of parents regularly assist the work in the classroom.
- The school has close partnership with a wide range of community organisations. Pupils are regular visitors to a local residential nursing home, which sponsors a trophy given to a pupil who has shown particular care and consideration in any situation during the year.
- The Church plays a particularly important role not only in pupils' spiritual development but also in assisting the school to develop pupils' understanding of the wider world.
- There are effective links between the school and local nurseries. The cluster group of schools is a close partnership where comprehensive school staff and primary school staff meet regularly. Transition links with the junior school to which pupils transfer are well established.
- The school is used regularly for teacher training by a nearby teacher training institution, and students from a local college also receive work experience at the school.

- The school has gained a number of awards from outside agencies.

{~}5.7 Partnership with industry

Partnership with industry is good.

- The school's partnership with major national retail outlets supports the curriculum in language, DT, mathematics and RE and also introduces pupils to the world of work.
- Links with local businesses support the curriculum in geography. Local shops sponsor fund-raising events and school fetes. Local businesses have also sponsored an artist-in-residence to produce a mural with pupils in the garden.
- Pupils are regular visitors to the local library, museums and historical centres.

6. {!}MANAGEMENT

{~}6.1 Quality of self-evaluation and planning for improvement

The quality of the school's self-evaluation and planning for improvement is very good.

- The head teacher, governing body and staff regularly evaluate their effectiveness in all areas of school life. They are aware of their strengths and keen to improve their skills and methods of working to support the development of the school as a whole.
- Governors with responsibility for aspects and subjects meet the subject leaders and co-ordinators regularly to review achievement and development. Many observe teaching and learning in the classroom, and assist with groups of children under the direction of the teacher.
- The head teacher reviews planning, teaching and learning frequently. Parents are consulted about their views of the school through daily contact with the head and other staff, and through the use of structured questionnaires: these views feed into whole school development.
- Subject leaders review their subjects on termly basis, and these reviews feed into the school development plan effectively.
- The leader for the early years has recently undertaken a very detailed evaluation of the provision for children under five, and the necessary steps for improvement have been identified and are feeding into the SDP.
- Subject leaders have regular non-contact time in which they are able to observe

teaching and learning in a structured way and provide feedback on strengths and areas for development to their colleagues. They also review pupils' work and colleagues' planning effectively.

- The head teacher, senior management team and governing body use agreed criteria to evaluate improvement, and national and local data are used effectively to establish priorities for future development.
- The school development plan sets appropriately challenging targets for the next three years which have been established through careful self-evaluation by all involved in the school. These are clear, and resource implications are identified. Realistic timescales for review and completion enable the school to move forward appropriately.
- Self-evaluation is an ongoing process at Malpas Infant School, and its effect is evident in the progress made since the last inspection took place.

{~}6.2 Leadership and efficiency

Malpas Church in Wales Infant School has very good quality leadership and efficiency.

- The school has a positive and welcoming ethos and very good relationships are evident throughout the school community.
- There is a sound culture of self-evaluation in the school, and staff and governors have a sincere sense of purpose that promotes and sustains improvements.
- The strong Christian ethos evident in the aims and mission statement provides a sound basis of shared values and norms about learning, behaviour, relationships and equality of opportunity.
- The head teacher has a clear vision for the development of all aspects of school life. She has high expectations of herself, staff and pupils, and these are shared by all involved in the school.
- The head teacher, governors and senior staff provide positive leadership and all staff understand the expectations for the roles they play in the development and running of the school.
- The policies and schemes of work focus on the needs of pupils and are understood and consistently implemented by staff and governors in order to raise standards achieved.
- Subject leaders work very hard to ensure that their curriculum areas provide effective support for pupils, and their contribution to evaluation and forward planning is very good.

- Communication routes are effective and clearly understood by all, and the routine administration and organisation of the school are very good.
- The school budgets systematically for expenditure and this is closely matched to the SDP priorities. The finance committee of the governing body plans expenditure effectively, using appropriate criteria to evaluate outcomes. Overall, the school provides very good value for money.
- The school is aware of, and complying with, relevant legislation from the Welsh Assembly and uses documentation from Estyn and ACCAC effectively to take the school forward.

6.3 Staffing, accommodation and learning resources

The management of staffing, accommodation and learning resources is very good.

- There are sufficient teaching and other support staff to ensure that the needs of pupils and the school as a whole are met very well. Job descriptions identify responsibilities clearly.
- Subject leaders contribute positively to the self-evaluation of the school. They undertake both curricular and pastoral responsibilities conscientiously and develop new initiatives very well.
- Support staff provide very good assistance in the classroom and in other areas of the school's development.
- All members of staff are very committed to providing the best for pupils in all aspects of school life and work hard to ensure all have equal opportunities.
- All staff undertake regular continuing professional development which is identified through evaluation of personal and school needs.
- Newly appointed members of staff are very well supported through appropriate induction programmes.
- There is adequate accommodation for the number of pupils on roll: however, the shared accommodation for the reception classes is cramped for teachers trying to provide an appropriate early years curriculum. The reception children now have access to a well-maintained outdoor area which is used effectively to enhance the curriculum.
- The accommodation is clean, bright and welcoming. Vandalism has been reduced by fencing the boundary and provision of closed circuit television. A fenced garden with ecological pond has enhanced the quality of provision, and is used effectively across the curriculum.

- Learning resources are of good quality and replaced and updated to meet the needs of the curriculum. Storage is difficult: many resources have to be housed in the hall. However, staff make very good use of all resources which are used effectively to promote high standards of achievement.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for under fives, taken overall, is appropriate and promotes the Desirable Outcomes for Children's Learning.

Children achieve very good standards in personal and social development, knowledge and understanding of the world, physical development and creative development. They achieve good standards in language, literacy and communication skills and mathematical development.

Good features

- Children in the reception classes are happy and confident, and are familiar with the routines of the day. They generally play co-operatively both inside and outside and understand the importance of taking turns and sharing.
- Children listen carefully to each other and to adults. Some are able to talk confidently about their experiences. They handle books well and are beginning to recognise some initial letters. They are beginning to understand that print carries meaning. Many can write their own names unaided, and are beginning to copy sentences into their books. They enjoy writing activities, producing cards and letters and using a variety of writing materials confidently.
- Children are gaining an appropriate understanding of Welsh and can recognise and respond to a variety of phrases.
- Children can sort for colour and shape and are beginning to order and sequence objects. They are able to count to ten and are beginning to recognise number sentences. Most can recognise numerals to ten and are beginning to write them well. They know some two-dimensional and three-dimensional shape names, although this is at an early stage of development. They are beginning to use comparative language well, understanding the concepts of 'longer' and 'shorter' for example.
- Children develop an appropriate knowledge and understanding of their environment. They observe the weather and are able to recognise desirable and

less desirable features of an environmental walk to a park. They understand the use of digital cameras and are able to discuss the photographs sensibly when they are made into a book about the walk.

- A bank of computers is shared between the two reception classes, and they have appropriate experiences of paint and modelling programmes. They are able to use the mouse effectively and can illustrate using a variety of techniques. They use the listening centres independently and concentrate well on stories.
- Children can make sensible suggestions about the uses that historical artefacts were put to and ask and answer questions effectively. They enjoy these short focused sessions with the teacher or other adults.
- Children handle tools such as scissors and knives sensibly when cutting or cooking. They are able to make decisions about what fillings to put into baked apples, and core their apples with adult help. They can select media such as pencils, pastels and blow pens to make effective pictures, and show a good awareness of line and tone when working with an adult on 'taking a line for a walk'.
- Children have regular opportunities to skip, ride, balance, run and throw balls in the outdoor play area. Adult input enables them to use painted floor games such as hopscotch and they enjoy singing and ring games outside. They show increasing skills with both large toys and small equipment and tools.

Shortcomings

- Research by the reception subject leader has identified correctly that planning, enabling children to become more independent learners and enabling staff to support children in self-chosen activities all need to be improved.

{~}English

Standards of achievement in speaking and listening are very good. In reading and writing standards are good.

Good features

- Throughout the key stage, pupils develop very good speaking and listening skills. They demonstrate their ability to listen carefully without interruption in a variety of contexts. They listen intently to stories and politely consider the ideas of others in collaborative group and paired activities. They utilise their listening centres purposefully to support their learning.
- Pupils develop good speaking skills. They recount personal experiences, take part in discussion, answer questions willingly and justify decisions when sequencing picture cards. They confidently engage teachers and visitors in their conversations. In their history lessons, pupils in Y1 logically and clearly explain the differences between old and new toys. In Y2, pupils begin to introduce

specific geographical terms into their discussions on map symbols in their studies of the local area.

- Pupils are thoroughly at home with books and are keen to share them with adults. They make good progress in their reading skills as they move through the key stage. Pupils use a range of cues including applying their phonic skills to decode unfamiliar words, some correct their own mistakes. They read their own work confidently.
- Visits to the local library as observed during the inspection reinforce self-reliance in exercising choice and are obviously a pleasurable experience for pupils. Positive attitudes are further strengthened by the home school contact books, input by trained adult helpers in supporting pupils' achievements and participation in Book Week.
- Pupils make good progress in their independent writing. They sequence their ideas logically and by the end of the key stage begin to incorporate punctuation in a meaningful way. In Y1, pupils show a good understanding of descriptive language when writing of their personal experiences related to firework displays. In Y2, pupils show they understand the purpose of letter writing in their written responses to a big book story related to the meaning of friendship.
- Displays of pupils' own poems in attractively laminated class books, bound with parental assistance, help pupils acquire a sense of audience and pride in the celebration of their achievements.
- ICT is used purposefully and extensively to support pupils' language development and this has a positive effect on pupils' progress.

Shortcomings

- There are some inconsistencies in the formation and presentation of letters in some pupils' books.
- Some pupils are unable to take account of punctuation and expression in reading.

{~}Mathematics

Standards are good in mathematics.

Good features

- Pupils are able to select and use appropriate materials to support their mathematical thinking at the end of the key stage.
- In both Y1 and Y2, pupils are able to use appropriate mathematical vocabulary and discuss and explain their work and thinking.

- By the end of the key stage, pupils can understand and use numerals, the most able to four figure numbers. They understand the use of mathematical symbols and are able to record their work through writing, modelling, producing pictograms and writing number sentences.
- They understand that all even numbers can be shared equally and can use modelling to investigate this.
- Pupils in Y1 can count on and back to 20 and beyond, and are beginning to understand ordinal language. They can use number lines effectively and are able to identify number patterns and continue them.
- In Y2, pupils are beginning to recognise and use simple fractions, and can record decimal notation in money sums.
- In both year groups pupils are able to sort and classify objects using appropriate criteria, and at the end of the key stage, pupils are able to use and prepare their own charts and graphs.
- Pupils in both year groups are able to recognise and name common two- and three-dimensional shapes, and use geometric features to describe them. They are beginning to recognise reflective symmetry.
- In Y1, pupils are able to use the interactive white board with confidence in their work on shape, and both year groups use appropriate computer programmes to reinforce their understanding.
- Pupils are using weighing in appropriate design and technology activities.

Shortcomings

- Some older pupils have difficulty in identifying what they should be doing and are slow to begin individual and group work after over-lengthy introductions and lack of clear directions.
- Pupils are not yet beginning to estimate or use standard units of length.

{~}Science

Standards achieved in science are very good.

Good features

- Pupils understand how to ask scientific questions and know that they can find information from their own work, from books and from CD-ROM's.
- They use appropriate scientific vocabulary when undertaking investigations and are able to present it in a number of ways.

- In both year groups, pupils can sort and classify using similarities and differences. Oldest pupils can record information in tables and lists, and the most able Y2 pupils can design their own methods of recording their results.
- Pupils make sensible suggestions about undertaking investigations, and are able to imagine what might occur. Y1 pupils, for example, are able to discuss what snails might prefer to eat, and suggest ways of recording their investigation.
- Pupils can discuss what they have found out and link it to their hypotheses. In the Y1 discussion of their snail investigations, for example, children were able to relate what they had observed to the information gained from books and CD-ROM's.
- Pupils in Y1 understand the difference between things which are living and those which are not, and know the senses humans and other animals use. Pupils can compare human limbs with those of animals and birds.
- All pupils are able to identify that taking exercise and eating the right foods keep us healthy. This is evident in the PE sessions, where they discuss exercise sensibly.
- Pupils recognise that green plants need light and water to grow, and can name parts of flowering plants. They are able to explain the growth cycle of plants.
- Pupils in Y1 are able to discuss similarities and differences between snails, and use digital microscopes, digital camera and simple video camera to record their findings. They record their findings in a variety of other ways also: writing, drawing and making models of snails.
- Pupils in Y2 undertake investigations into the weak acids in drinks carefully, and are able to discuss their findings appropriately and record them in a variety to ways. The most able can produce their own tables for recording results, and can record in writing their guesses and actual results.
- All pupils can recognise and name common materials, and understand that some materials change when they are heated or cooled.
- Pupils have an early understanding of the uses of electricity and can explain simple circuits. Oldest pupils know that pushes and pulls are examples of forces and can give examples.

Shortcomings

There are no major shortcomings.

{~}Welsh second language

Standards of achievement in Welsh are good.

Good features

- In developing their language skills pupils respond enthusiastically to a varied programme of reading, writing and oral activities. They take part in role-play situations, work in pairs and groups to play table games and collaborate in word matching tasks. Weekly target phrases placed centrally help to reinforce pupils' confidence and understanding.
- Pupils make good progress in learning basic words and expressions and are able to understand and follow simple instructions and commands. They begin to extend their responses during registration and greet friends and teachers naturally and confidently. They begin to use the language independently when questioning visitors regarding their well-being.
- Pupils in Y1 know their colours and can count objects, they participate with obvious enjoyment to related action songs. Pupils question and answer a puppet using more than one language pattern, their recall of vocabulary is good.
- In Y2, pupils substitute words in a familiar pattern when expressing likes and dislikes. They vary their questions and respond sensibly and correctly in role-play related to the toy shop.
- Pupils respond appropriately to reading activities related to big books and read their own written sentences with understanding. In Y2, pupils make good progress in using listening centres to follow print and listen to stories.
- Good use is made of ICT to support writing tasks. In Y2, following a framework, pupils substitute alternative words of their own choice into a poem about toys. They add words and phrases to extend examples given by their teachers when writing simple book reviews and write captions for pictures. They make good progress in spelling simple words correctly.
- Cross-curricular work including topic linked visits to places of interest, participation in Welsh hymns and prayers during collective worship, annual celebrations and contributions made to the Urdd Eisteddfod assist significantly towards creating a Welsh ethos in the school. The assistance of the athrawes fro in supporting the delivery and organisation of the subject programme has a positive affect on pupils' progress.

Shortcomings

- The good practice of utilising incidental Welsh at the start of the day, during registration and needs to be further developed using focused language patterns consistently throughout the school.

- The pronunciation of some pupils is insecure.

{~}Design and technology

Standards are good in design and technology (D&T).

Good features

- Pupils respond well to teachers' questioning and in Y1 are able to explain the use of levers in planning to make a gingerbread puppet.
- Pupils handle tools carefully and competently and are able to explain the dangers of using them.
- They understand the task set and explain what they expect to be the outcome of their activity. They understand the process of making and are able to identify the next step they will take.
- Pupils support each other in making activities and help each other to succeed.
- They are beginning to evaluate their work and say what they like or dislike about it. They show pride in their work, and are eager to share what they have done with adults.
- Pupils throughout the school are able to select and use appropriate construction materials in both focused and self-chosen tasks.
- Pupils have used a variety of methods of joining materials, including gluing, stitching and mixing.
- Pupils weigh materials with an adult helper to make gingerbread men and use appropriate finishing techniques.
- The school displays show a good variety of D&T activities undertaken by all pupils.

Shortcomings

- Pupils are not yet measuring materials effectively.

{~}Information technology

Standards achieved in information technology (IT) are very good.

Good features

- Pupils use hardware and software confidently and purposefully to support their work and achieve specific outcomes. The fact that there is a bank of computers in

each year group area means that pupils become used to using the computer as part of their learning: they have good control skills using mouse and keyboard and can move around programmes competently.

- Throughout the school, pupils use paint programmes effectively to illustrate their work. They are able to select a variety of different methods of painting and filling their designs and can print with very little help.
- Pupils can enter and store information, using word processing to draft and record their work. They can add information to an existing file with a little help, and can retrieve, process and display information that has already been stored in such programmes as pictograms and tables.
- Pupils can use a variety of ICT equipment very well. In Y1, pupils use the interactive whiteboard effectively in mathematics sessions, and use appropriate mathematical programmes on computers to support their work on three-dimensional shape.
- Individual pupils with special educational needs follow programmes tailored to developing their specific knowledge, skills and understanding.
- Pupils use listening centres independently for listening to stories and recording speaking and listening activities. They regularly use a programmable floor toy in mathematical and geographical activities.
- Pupils are able to discuss the use of ICT in the wider world, and understand how to use e-mails effectively: the school has good links with other similar schools and pupils use e-mail regularly.
- Pupils are involved in video conferencing with a number of schools in South Wales and use their e-mail skills to ask and answer appropriate questions.
- Digital cameras are used regularly to record activities both in classes and in educational visits. Pupils can save and print these, and use books of pictures assembled from them effectively to support learning in other areas such as geography.
- In science, pupils in Y1 use digital microscopes effectively to examine the attributes of snails. They understand that the enlarged picture on the screen is what is happening in the petri dish under the microscope and are able to make appropriate observations in discussions with adults.
- Y1 pupils can also use a simple video camera to record sequences of actions observed in science and outdoor activities, and input this information for saving and editing.
- Pupils can access information from CD-ROM's to support work in other areas and report back on their findings to the larger groups.

Shortcomings

- There are no major shortcomings.

{~}History

Standards of achievement in history are very good.

Good features

- Pupils show enthusiasm and interest in their history lessons. They listen attentively, show a good recall of previous learning and use subject related vocabulary when answering questions and talking about their work.
- Younger pupils show their understanding of the distinction between the present and the past in their use of everyday terms related to a museum visit. Personal time lines, comparison of clothes from the past to the present, ageing teddy bears and sequencing of topic related pictures contribute to pupils' chronological awareness.
- In comparing three teddy bears and related photographs of owners, pupils in Y1 show an early grasp of the passage of time. They concentrate intently on related stories and give reasons for the difference in ages.
- Others in Y1 comment on similarities and differences when selecting old and new toys and placing them in context. They give varied explanations for their choices using appropriately specific vocabulary.
- Pupils in Y2 are able to understand people's motives and their impact on historical events through their work on Florence Nightingale and Guy Fawkes. They recall interesting details, offer opinions confidently and explain the use of related artefacts.
- Pupils understand that they can find out about the past from a range of historical sources including photographs, museum visits, computer programmes and artefacts. They communicate their knowledge and understanding of events through writing in different forms including retelling stories, writing letters, recounting visits and labelling drawings.

Shortcomings

- There are no major shortcomings.

{~}Geography

Standards in geography are very good

Good features

- Pupils' geographical skills, their ability to observe, collect and record information, communicate opinions and make use of maps and plans are developed progressively throughout the key stage.
- Pupils make good progress in the development of an appropriate geographical vocabulary which they are beginning to apply in a variety of relevant contexts. Younger pupils make pertinent observations about physical and human features following an environmental walk.
- Following a field visit pupils in Y1 express their views on what they find attractive and unattractive about their immediate locality. They select information from photographs to explain their reasons and make guidebooks and design posters to communicate their ideas.
- In Y2, pupils use a variety of resources including posters, maps, information books and photographic evidence to support their views on how to make the local environment safer. They draw their own maps using appropriate symbols identified from a key and label their diagrams to denote improved possible safety measures. They use appropriate vocabulary to express some original ideas.
- Pupils learn to compare their own locality with a different locality in discussions following their visit to Weston-super-Mare, Barry Island and Cardiff Bay. They are beginning to understand environmental changes and why land use differs in different localities. Their understanding of the wider global community is further developed through their support of children learning in Africa.
- Pupils expand their knowledge of locations near and far through discussions about the travels of a soft toy accompanying various pupils and adults from the school.
- Through discussions following stories and observations of their immediate locality, pupils show an understanding of environmental concerns related to pollution and re-cycling issues. Ideas and thoughts are expressed in 'pollution poetry'.
- Pupils use ICT in a variety of ways to assist their work in geography. They take digital photographs of their immediate locality, make use of a floor robot and use specific programmes to record, analyse and present data.

Shortcomings

- There are no significant shortcomings except to develop further pupils' understanding of how the environment can be sustained and improved in the wider community.

{~}Art

Standards in art are good.

Good features

- Pupils throughout the school have a wide variety of experiences of media in both two- and three-dimensions.
- In Y1, pupils observe carefully, and are able to describe similarities and small differences between bears which they have brought from home.
- Pupils investigate ways of making different textures using small sample sheets: they have opportunities to use charcoal pencils, sketching pencils and a variety of pencils of different hardness.
- Pupils in Y1 understand that the aim of the art lesson is to learn to draw, as they learn in other subjects of the curriculum, and the teacher gives them appropriate observational techniques and ways of using the media they have available to enable them to do this..
- Pupils in Y2 are able to make sensitive comments about a still life: they are able to describe texture and shadow, and appreciate the difference between a colour reproduction and a black and white reproduction of a still life by Cezanne.
- Pupils in Y2 use a variety of media well, including block paints, brick crayons and tissue paper collage, to produce their own still life of bowls of fruit. They can mix paints competently, analyse their difficulties and evaluate their final results with sensitivity and understanding.
- Displays show that pupils have examined and reproduced texture and line observed in paintings by other artists.

Shortcomings

- Displays are neat and orderly, but show too few examples of children's work: class observations show that pupils are capable of very good work, but this is not always evident in display.

{~}Music

Standards in music are very good.

Good features

- Pupils enjoy their music lessons and demonstrate good vocal skills, most sing in tune. They are able to join in with a wide-ranging repertory of songs including folk-songs, counting rhymes, hymns and songs just for pleasure. They sing rounds effectively.
- Pupils participate well together and there is evident enjoyment of singing in

morning worship and in combined singing sessions. They listen carefully, respond well to instructions and are confident in demonstrating and performing for others.

- Pupils can identify and handle instruments well and are beginning to learn their correct names. They play instruments with confidence and most are able to maintain a steady beat.
- In Y1, pupils learn to explore sounds in response to pictures of fireworks. They listen carefully and select instruments to create sound effects in accompaniment to taped music.
- When composing music using ‘teeth words,’ pupils in Y2 are beginning to keep a steady 4/4 rhythm. They use chime bars to perform their rhythmical patterns. Individual pupils achieve good standards as conductors using wooden blocks to keep time. Pupils’ efforts are recorded for purpose of appraisal.
- Although not observed during the inspection, portfolio and taped evidence suggest that pupils are progressively developing their skills in evaluating their own compositions and performances.
- Visiting performers, opportunities to perform in annual celebrations and participation in a pilot study for learning stringed instruments provide enriching experiences and have a positive effect on pupils’ standards in music.

Shortcomings

- There are no significant shortcomings although opportunities to further develop evaluative skills and appraise others’ performances need to be consolidated in some lessons.

{~}Physical education

During the inspection no physical education lessons were observed in Y2. One lesson of gymnastics was observed in Y1 along with extra-curricular keep fit and a traditional dance session, and on the basis of these observations, pupils were judged to be achieving good standards.

Good features

- Pupils participate with confidence and enthusiasm in their activities: they respond well to instructions, are aware of the need for rules and recognise the importance of safety. They work together sensibly.
- Pupils change quickly and are appropriately dressed. They are aware of the changes that happen to their bodies during physical activities and can correctly describe the effect of exercise such as breathing and heart rate.
- Pupils have a good awareness of space and are developing good skills in adapting their actions in contrasting fast and slow movements when changing directions.

- Pupils focus well on body parts developing good skills in refining their shapes appropriately when transferring floor movements to apparatus. Most demonstrate good control when jumping and landing.
- Older pupils co-operate well during their traditional dance activities. They respond to the music, have well co-ordinated marching movements and remember the sequence of patterns. They use space well and work effectively in pairs.
- In a lively and exuberant ‘fit and funky’ keep fit session, older pupils use their good gymnastic skills. They control their movements and vary and hold different shapes well. They develop a good understanding of the significance of regular exercise on improving health and how one feels.

Shortcomings

- The school has identified games as an area to be further developed.
{~}

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection{~}

The last inspection, which took place in June 1997, stated that the school and governing body needed to:

- Raise standards in physical education, and consider suitable resourcing of this subject;
- Develop pupils’ investigative skills;
- Continue to work as a reflective and evaluative community in order to maintain standards achieved.

The school has worked hard to fulfil these key issues.

- Standards in physical education have been raised effectively and staff are more confident in providing appropriate experiences for pupils using the improved resources.
- Children in the reception classes have access to physical play in their own well-resourced play area regularly. They use apparatus such as playground markings, skipping ropes and wheeled toys confidently.
- Pupils’ investigative skills are evident in science, where pupils are able to hypothesise and carry out investigations, making their own recordings. They are also undertaking investigations in subjects such as mathematics, geography and history, and their investigations are well supported by the use of ICT.

- The quality of the school’s reflection and evaluation is evident in the sections covering self-evaluation, leadership and management, and quality of teaching.
- The effects of reflection and evaluation can be seen throughout the school: the aims are regularly evaluated by the school and governing body, subject leaders evaluate their own effectiveness within their subjects, and the head teacher and governing body reflect on and evaluate their decisions in order to take the school forward.

8.2 Key Issues for Action

The school and governing body need to:

- Implement the action plan engendered by the early years research project to improve planning in reception to give children the opportunity to become more independent learners, and to enable staff to support children in their self-chosen activities*;
- Continue the present very good quality of self-evaluation and reflection to maintain the high standards of provision and achievement evident.

* This aspect has already been identified by the school and will be included in the amended SDP.

The inspection team thanks the children, staff, parents and governors of Malpas Church Infant School for the kindness, courtesy, care and consideration with which it was treated throughout the whole process of inspection.

APPENDIX

A. Basic information about the school

Name of School	Malpas Church in Wales Infant School
School type	Voluntary
Age -range of pupils	4 – 7 years
Address of school	Yewberry Close Malpas Newport
Post-Code	NP20 6WJ
Telephone Number	01633 854425

Headteacher	Mrs L Vittle
Date of appointment	6.10.92
Chair of Governors/ Appropriate Authority	Rev.Frieda Evans
Registered Inspector	Mrs H R D Palmer
Dates of inspection	4 – 6 November 2002

B. School data as indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		55	54	50					159

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23 : 1
Average class size, excluding nursery and special classes	26.5
Teacher (fte) : class ratio	1.16 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95.01	93.95		94.48
Term 2	90.92	92.24		91.58
Term 3	90.23	93.29		91.76

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of national curriculum assessments and public examinations

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 56					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	4	73	24	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	4	67	29	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	2	2	87	9	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	4	62	35	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	5	62	33	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	64	36	0
		National	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language)			
In the school:	95	In Wales	81

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. Nine parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 36 questionnaires returned by parents were analysed. A team of three gave seven inspector days to the inspection, in the course of which formal observations were made of 47 lessons or part lessons. In addition, 48 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

	Registered Inspector	Team Inspector	Lay Inspector
NAME:	Mrs H Palmer	Mrs G Rees	Mr C Hewitt
<i>Responsibility</i>			
1 (CON)	*		
2 (MF)	*		
3.1 (SA)	*		
3.2 (KS)	*		
4.1 (SMSC)		*	
4.2 (BEH)			*
4.3 (ATT)			*
5.1 (QT)	*		
5.2 (ARR)		*	
5.3 (CURR)	*		
5.4 (SUP)		*	
5.5 (SEN)	*		
5.6 LNK)			*
5.7 (IND)			*
6.1 (SE)	*		
6.2 (L&Ef)	*		
6.3 (Res)	*		
8.1 (PROG)	*		
8.2 (KIs)	*		
EY	*		
EN		*	
MA	*		
SC	*		
WE 2		*	
TEC	*		
IT	*		
HI		*	
GG		*	
MU		*	
AR	*		
PE		*	

1 (CON)	CONTEXT - The school and its priorities
2 (MF)	MAIN FINDINGS - The main findings of the report
3.1 (SA)	STANDARDS - Standards achieved in subjects and areas of learning
3.2 (KS)	STANDARDS - Standards achieved in key skills across the curriculum
4.1 (SMSC)	ETHOS - Pupils' spiritual, moral, social, and cultural development
4.2 (BEH)	ETHOS - Behaviour and attitudes
4.3 (ATT)	ETHOS - Attendance
5.1 (QT)	QUALITY OF EDUCATION - Teaching
5.2 (ARR)	QUALITY OF EDUCATION - Assessment, recording and reporting
5.3 (CURR)	QUALITY OF EDUCATION - Curriculum
5.4 (SUP)	QUALITY OF EDUCATION - Support, guidance & pupils' welfare
5.5 (SEN)	QUALITY OF EDUCATION - Provision for pupils with special educational needs
5.6 (LNK)	QUALITY OF EDUCATION - Partnership with parents and community, schools & other institutions
5.7 (IND)	QUALITY OF EDUCATION - Partnership with industry
6.1 (SE)	MANAGEMENT – Quality of self-evaluation and planning for improvement
6.2 (L & Ef)	MANAGEMENT – Leadership and efficiency
6.3 (Res)	MANAGEMENT – Staffing, accommodation and learning resources
8.1 (PROG)	SCHOOL IMPROVEMENT – Progress since last inspection
8.2 (KIs)	SCHOOL IMPROVEMENT – Key issues for action
7	SUBJECTS AND AREAS OF LEARNING:
EY	The educational programme for under-fives
EN	LANGUAGE – English
MA	Mathematics
SC	Science
WE 2 nd	LANGUAGE - Welsh second language
TEC	Design and Technology
IT	Information Technology
HI	History
GG	Geography
MU	Music
AR	Art
PE	Physical Education
RE	Religious Education

