

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***MALPAS PARK PRIMARY SCHOOL
WAVELL DRIVE
MALPAS
NEWPORT***

School Number: 680-2043

Date of Inspection: 7-10 May 2002

by

***MRS S M BARNES
Registered Inspector***

Date: 26 June 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:

{PRIVATE }	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 (KS) 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 Park Primary School is a medium-sized school, with 200 pupils, situated on the outer edges of Newport. The boys and girls who attend the school are taught in seven classes, according to their age. Children start school in the reception class in the September after they are four.

Virtually all of the pupils are of white ethnic origin and all pupils come from homes where English is spoken as the preferred language. Six per cent are entitled to free school meals. The great majority come from homes that are neither advantaged nor disadvantaged. A lower than average proportion of pupils in the school (10 per cent) are identified as having special educational needs (SEN). However a high proportion of these pupils (just under three per cent) have statements of SEN mainly for specific learning difficulties.

Previous inspection noted the school has a clear set of aims, and this continues to be the case.

2. MAIN FINDINGS

The main findings of the report

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

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

- In Key Stage (KS) 1 and KS2, standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subjects	KS1	KS2
English	Good	Good
Mathematics	Good	Very good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Good	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

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- Standards achieved are at least satisfactory in all lessons observed and in 65 per cent they were good. In 15 per cent they were very good.
 - There has been an improvement in standards in the core subjects of English, mathematics, and science since the last inspection. At that time they were judged to be satisfactory in English throughout the school and mathematics at KS2. They were satisfactory in science at KS1 and good at KS2. In mathematics, standards were unsatisfactory at the end of KS1. Currently standards are at least good in all three of these core subjects throughout the school and this is a significant improvement. Standards in mathematics at KS2 are very good.
 - Standards were satisfactory in music, this has improved and they are now good. Standards have also improved in physical education, information technology, Welsh second language and design and technology and geography at KS1.
 - Standards in national tests for the end of KS1 in 2001, were above average for English and mathematics. At the end of KS2 standards were above average in English and science and considerably higher than national figures in mathematics.
 - Provision for pupils' spiritual, moral, social and cultural development is good overall.
 - The provision for spiritual development is good. Acts of worship are planned to enable a good level of participation by pupils. There are suitable moments to reflect upon life and the world.
 - Provision for pupils' moral development is very good. Pupils are effectively taught the difference between right and wrong. They learn to respect others and the environment. They have a keenly developed sense of justice.
 - Provision for pupils' social development is good. Pupils learn to take on responsibility for their own actions and to care for others. The good relationships between staff and pupils have a very positive effect on the development of pupils' social awareness and skills.
 - Provision for pupils' cultural development is good. The school provides a good range of opportunities for pupils to learn about their own culture and also about literature, art, dance and music from around the world.
 - Pupils' response to this is good. They appreciate the effort that the school makes in this regard and take part in the whole range of curricular and extra-curricular activities with enthusiasm.
 - Pupils' behaviour in school is good. The school is an orderly community and standards of behaviour are good, with some very good features. Standards of behaviour, and the attitudes of pupils in class and at play are a particular strength of the school, and have a positive effect on the quality of life, and levels of achievement in the school.
 - Pupils from all groups are fully included in school life. Careful planning and monitoring of attainment and provision ensures equality for all pupils. Pupils with SEN are effectively integrated into the school community. This has a positive impact on quality of life in the school, including relationships and the standards pupils achieve.
 - Effective steps are taken to ensure good behaviour and prevent bullying. The result is a school in which pupils and staff can work in a relaxed and happy environment. As a consequence, attendance is also good. The school has effective systems to monitor any lateness and absence.

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- The great majority of pupils attend punctually for morning and afternoon sessions and lessons begin promptly.
 - Quality of teaching is good. Teachers have a good knowledge and understanding of their subjects.
 - All of the teaching seen was at least satisfactory and a significant proportion of good and very good teaching was observed. This represents a significant improvement since the previous inspection when ten per cent of lessons were judged to be unsatisfactory.
 - The quality of teaching in the reception class is good in 100 per cent of lessons.
 - The quality of teaching in both KS1 and KS2 is never less than satisfactory, and it is at least good in 70 per cent of lessons. In the lessons judged to be satisfactory, there were no significant common shortcomings. In 15 per cent of lessons it is very good.
 - Good teaching occurs in all classes.
 - Teaching of pupils in Year (Y) 6 is always at least good and often very good.
 - Assessment is very good. It is accurate and there are good systems to assess and monitor pupils' progress. Assessment is used well to promote higher standards. This is most particularly the case in the core subjects. The school analyses assessment data very effectively to ensure equality of opportunity for all.
 - Arrangements are well established for making baseline assessments in the reception class. Statutory assessments are made at the end of KS2. Good use is made of the information gathered from these and other assessments and the careful tracking of children's achievements to focus the next learning stage.
 - The school's arrangements for reporting on pupils' progress are good.
 - Pupils' work is accurately and regularly marked with encouraging comments and, where appropriate, reference is made as to the success or otherwise of achieving targets set for learning. With the more senior pupils' the comments relate to whether some or all the set learning objectives have been successfully achieved.
 - The breadth and balance of the curriculum is good overall. It is good for early years and for KS1 and KS2. The quality of planning for key skills is good overall. The curriculum is appropriately broad and balanced, and meets statutory requirements.
 - The curriculum effectively reflects the overall aims of the school. It is appropriate to pupils' needs, interests and abilities. There is a whole-school curriculum to ensure a consistent approach to teaching and learning. The school has developed policies and schemes of work for most areas of the curriculum.
 - Appropriate steps are taken to plan to ensure the pupils have suitable experience of the *Cwricwlwm Cymreig*.
 - However, although information and communications technology (ICT) is planned in schemes of work for all subjects and teachers do make use of it to promote learning in all subjects, especially the core, on occasion it is not consistently included in medium planning and valuable opportunities are missed (especially in design and technology and music).
 - Extra-curricular provision is very good and makes a very good contribution to pupils' academic and social development.

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- Systems for pupils' guidance and welfare are good. The standards noted at the time of the previous inspection have been effectively maintained.
 - All staff know the pupils well. Pupils are treated equally and appropriate attention is given to the specific requirements of pupils with SEN. Provision for pupils with SEN is good. Policies are effective and individual education plans (IEPs) are accurately and effectively written, taking into account the appropriate next steps for learning.
 - Partnership with parents is good and links with parents make a good contribution to pupils' overall development and the standards they achieve. Information for parents about their children's progress is satisfactory. Quality of parents' contribution to school life is good.
 - The school has a satisfactory policy and strategy for work-related education. Partnership with industry is satisfactory.
 - The quality of self-evaluation and planning for improvement is good. The headteacher and staff meet regularly to discuss the curriculum. Suitable steps are being taken to build on achievements and extend procedures for self-evaluation.
 - Leadership and management are good overall and promote high standards. The leadership of the school is effective and has resulted in a good level of improvement since the previous inspection. The headteacher has a good overview of the school and a good level of awareness of what the school needs to do to continue to improve. Relationships are good and there is a very positive ethos, which pervades all aspects of school life.
 - The qualifications and number of teaching and support staff are good. There are good resources for teaching and learning. The accommodation is attractive and spacious, both inside and out and it is used well to promote pupils' learning.
 - The school has made a good level of progress since the previous inspection. All of the issues of the previous inspection have been effectively resolved. In addition standards have been raised in a number of subjects and aspects.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards achieved are at least satisfactory in all lessons observed and in 65 per cent they were good. In 15 per cent they were very good. There has been an improvement in standards in English, mathematics and science since the last inspection. At that time they were judged to be satisfactory in English throughout the school, and mathematics at KS2. They were satisfactory in science at KS1 and good at KS2. In mathematics, standards were satisfactory at KS1. Currently standards are at least good in all three of these core subjects throughout the school and this is a significant improvement. Standards were unsatisfactory in music, this has improved and they are now good. Standards have also improved in physical education, geography, information technology, Welsh and design and technology at KS1.

- Children in the reception class achieve good standards in all six areas of learning for children under five.

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- Standards are currently good in English, science, Welsh, ICT, religious education, geography, music, physical education and history throughout the school and design technology at KS1.
 - In mathematics, standards are good at KS1 and very good at KS2.
 - Standards are satisfactory in art throughout the school and design technology at KS2.
 - Results of the national tests in mathematics in 2001 at KS1 were above average. All pupils attained at least level 2 in English and of those 36 per cent attained the higher level 3. In mathematics, 89 per cent attained at least level 2 and of those 46 per cent attained level 3. In science, 93 per cent attained level 2 or above of which 32 per cent attained level 3.
 - Results in tests in English at KS2 were above average in that 92 per cent of pupils attained at least level 4. Also a higher than average proportion (36 per cent) attained the higher level 5. In mathematics, 97 per cent attained at least level 4, a considerably higher proportion of pupils than national (61 per cent) attained level 5. In science, 95 per cent attained the expected level 4, and 42 per cent of those exceeded it at level 5.
 - Pupils with SEN achieve appropriate standards in all subjects. There are no significant variations in achievement between particular groups of pupils in relation to their age, ability, ethnicity or gender.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards pupils attain in applying their skills across the curriculum are good overall.

- Children in the reception class make good progress in developing skills of literacy, numeracy and using ICT. Standards are good.
- Skills in speaking and listening are good throughout the school. Pupils take full and active part in discussions and explain their views clearly.
- Skills in reading and writing are good. Pupils read widely about the topics they are studying and for pleasure. They write for a good range of purposes, including writing accounts of the work they have done, letters, poems and instructions.
- Pupils at KS1 make good progress in developing numeracy skills and the standards they attain are good. At KS2, this improves still further and standards are very good. Pupils are confident and accurate in their numeracy skills. They are aware of the likely approximate answer and use this to check the reliability of their results. Pupils use mathematics skills effectively to support learning in other subjects, such as science.
- Skills in ICT are good. Pupils use computers confidently to help them in their work in other subjects, such as mathematics, English, and science. They are confident opening programs and using text and illustrations to set out their work in a range of subjects.
- Key skills of numeracy and information technology are effectively integrated into design and technology when pupils in Y3 plot the ingredients for a healthy salad. However information technology skills are not integrated into other subjects as much as they could be throughout the key stage.
- They develop a wide vocabulary linked to other subjects and use geographical and scientific terms accurately.
- Investigative and experimental skills are appropriately developed researching in subjects such as history and science.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The development of pupils' spiritual, social and cultural development is good and moral development is very good.

- The school makes good provision to enable pupils to know and understand Christian values and beliefs and those of other religions represented in Britain.
- The well-organised, varied and well-planned acts of collective worship are clearly enjoyed by the pupils and provide ample opportunities for pupils to reflect on their personal experiences and to develop positive self-images. These collective acts of worship have a high level of pupil participation and make a very positive contribution to pupils' spiritual and moral development.
- Pre-recorded music from all around the world is played on equipment operated by pupils at the beginning and end of the worship, which introduces pupils to a wide spectrum of music and makes them familiar with timbre of different orchestral instruments.
- Groups of pupils often play their instruments as an accompaniment as classes come into assembly. On occasion, individual pupils play a solo, for example, on the piano. This gives other pupils the opportunity to reflect on the skills of their peers.
- The school involves outside speakers in their acts of worship that provide very high quality input, which are evidently much appreciated by the pupils. School governors also make an effort to join pupils in their worship.
- The achievements of pupils are duly celebrated every week and pupils confidently use this opportunity to share their news with the whole school.
- The pupils respect the school environment and each other and are very welcoming to visitors.
- There is a very positive relationship between pupils and staff.
- The senior pupils take on responsible roles monitoring younger pupils at break times and lunchtime.
- Throughout the school, pupils are confident speakers and appreciate the supportive and genial atmosphere provided by the school.
- The contributions made by pupils to various charities are generous.
- The school makes a commendable effort to include all pupils in as many school activities as possible and the range of extra-curricular activities provided at both lunch times and after school on most days is wide, ranging with a very enthusiastic and positive take up.
- The school's equal opportunity policy aims to establish respect in pupils towards the values of our multi-cultural society and to encourage harmony.
- Pupils give equal respect to all, irrespective of gender, race, creed or disability.
- The programme of extra-curricular activities is wide and includes football, rugby, cricket, netball, athletics, creative and folk dancing, Art and Design Club, ICT Club and Safe Cycling.

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- Visits made to the school by professional drama, music and dance groups also provide pupils with an opportunity for cultural enrichment.
 - Pupils have many organised visits to places of technological, historical and cultural interest which link with their subject themes, and their visits to perform creative dance in various locations within and outside the county also make a valuable contribution to pupils' social development. The regular visit to an outdoor residential pursuit centre gives pupils valuable residential experience.
 - Parents are always invited to acts of worship celebrating the main Christian festivals and to celebratory services when pupils come to the end of either of the two key stages.

4.2 Behaviour and Attitudes

The school is an orderly community and standards of behaviour are good, with some very good features. The school's arrangements for promoting good behaviour are very good.

- Standards of behaviour, and the attitudes of pupils in class and at play are good and a particular strength of the school, and have a positive effect on the quality of life, and levels of achievement in the school.
- Pupils are polite and considerate in classrooms, on the playground, at assembly and lunch, and while moving around the school.
- Pupils show consideration towards one another, and are respectful and courteous to teachers and visitors.
- Positive attitudes to learning, and the interests shown in their work are very good and sustain pupils' concentration, commitment and enjoyment.

4.3 Attendance

Attendance levels are good.

- The great majority of pupils attend punctually for morning and afternoon sessions and lessons begin promptly.
- Registers are completed in all classes twice daily and absences are correctly codified.
- Registers are regularly reviewed, and appropriate action taken in the event of concern about an individual's attendance.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good. All of the teaching seen was at least satisfactory and a significant proportion of good and very good teaching was observed. This represents a significant improvement since the previous inspection when 10 per cent of lessons were judged to be unsatisfactory.

- The quality of teaching in the reception class is good in 100 per cent of lessons.
- The quality of teaching in both KS1 and KS2 is never less than satisfactory, and it is at least good in 70 per cent of lessons. In 15 per cent of lessons it is very good.
- Good teaching occurs in all classes.

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- Teaching of pupils in Y6 is always at least good and often very good.
 - Teachers have generally good knowledge of the subjects they teach. The recent focus on the teaching of mathematics and literacy has made these particularly strong areas of expertise. Good use is made of individual teachers' knowledge in planning lessons.
 - Lesson planning is good. Teachers plan effectively to ensure coverage and progression in skills and knowledge. Good use is made of information from assessment and work is well matched to the abilities of the pupils and their prior learning.
 - Good use is made of a range of teaching methods and techniques as appropriate, such as individual or group work and whole-class lessons. There are appropriate opportunities for pupils to develop research skills.
 - Teachers' expectations of behaviour and achievement are appropriately high. Management of pupils is good. Lessons are orderly and proceed at a good pace.
 - The *Athrawes Fro* makes an excellent contribution to the development of pupil's ability in Welsh and plays a crucial role in a school, which has no fluent Welsh speaker on the staff.
 - In the lessons judged to be satisfactory, there were no significant common shortcomings.

5.2 Assessment, Recording and Reporting

The school's arrangements for assessing, recording and reporting on pupils' progress are good.

- Arrangements are well established for baseline assessments in the reception class. Good use is made of the information gathered from these assessments and the careful tracking of children's achievements to focus the next learning stage.
- Pupils' work is accurately and regularly marked with encouraging comments and, where appropriate reference is made as to the success or otherwise of achieving set targets. With the more senior pupils' the comments relate to whether some or all the set learning objectives have been successfully achieved.
- Multiple examples of work completed in the three core subjects and examples of foundation subject and religious education tasks are provided in the individual profiles provided for each pupil. These provide a comprehensive account of standards achieved at all levels throughout their school career.
- The comments and suggestions provided are very helpful and inform pupils how they can improve their standard of work.
- The arrangements made for assessing and recording pupils' work are thorough and comprehensive and fully meet the requirements for NC assessment and the statutory requirements for the seven pupils on the SEN register. They are constantly reviewed to reflect changing legal requirements.
- The school's current assessment and recording arrangements are fully met.
- The SEN register is regularly updated.
- The school makes good use of the information provided by the NC tests and others to help improve pupils' performance.
- The long-term and weekly planning by teachers are effective though the system for recording individual lesson evaluation is not totally consistent.

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- Parents are provided with official written reports on pupils' progress twice a year and there is an open door policy to assist parents to obtain feedback on pupils' progress. However, the subject comments are not always specific enough and do not make it sufficiently clear what the pupil knows or what he needs to do next.
 - As yet the school is not addressing the requirement of the new Agreed Syllabus to level pupils' work although samples of pupils' work in religious education is kept in pupils' individual profiles.

5.3 Curriculum

The curriculum is appropriately broad and balanced, and meets statutory requirements. At the time of the last inspection it was judged to be satisfactory.

- The provision made for children under five is appropriate to their needs. The curriculum is broad and takes due regard for the early learning goals for children under five.
- The curriculum is broad and balanced and reflects the overall aims of the school. It is appropriate to pupils' needs, interests and abilities.
- There is a whole-school curriculum to ensure a consistent approach to teaching and learning. There are recently revised and improved policies and schemes of work for most areas of the curriculum.
- Appropriate steps are taken to plan to ensure the pupils have suitable experience of the *Cwricwlwm Cymreig*.
- All children have equal access to the curriculum.
- Arrangements for personal and social education are good.
- Homework is set regularly, supports pupils learning and makes a positive contribution to standards, particularly in reading.
- There is very good interaction between staff and pupils within and outside the classroom which has a positive effect on learning.
- Arrangements for the headteacher and subject co-ordinators to visit classes and monitor the curriculum are proving effective in promoting professional dialogue and improved curricular provision.
- Planning for key skills across the curriculum is good overall. The school effectively plans for the teaching of key skills of literacy and numeracy across the curriculum. Key skills of ICT are effectively planned for English, mathematics and science but less consistently so for non-core subjects.
- Pupils in KS1 need more opportunity to listen to audio-tapes of first language Welsh speakers to become more familiar with regional accents. Pupils in KS2 need to extend their vocabulary and have more opportunity to read Welsh texts.
- The governing body takes an appropriate interest in curriculum development.
- The school provides a very good range of extra-curricular activities, which enhance the learning experiences of those who choose to attend.
- Expectations of pupils' achievements are identified and planned for to ensure maximum potential is achieved.

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- There are suitable opportunities during lessons for pupils to expand their role as independent learners to take on responsibilities and challenges.
 - A minor shortcoming is that while there are good opportunities for pupils to learn ICT, it is not yet fully explicitly stated in planning in all other non-core subjects at KS2.

5.4 Support, Guidance and Pupils' Welfare

The arrangements made by the school for pupils' support, guidance and welfare are good. The standards noted at the time of the previous inspection have been effectively maintained.

- All staff know the pupils well. Pupils are treated equally and appropriate attention is given to the specific requirements of pupils with SEN.
- Sound policies have been drawn up on matters such as behaviour. Effective procedures are in place for eliminating bullying and harassment and encouraging pupils to work together in harmony.
- Appropriate child protection procedures are in place. Attention has been paid to statutory requirements and guidance from the local education authority (LEA). The headteacher is the designated member of staff for this area and has ensured that colleagues are fully aware of procedures and responsibilities. Staff have received appropriate training to ensure they recognise potential problems.
- The school has appropriate health and safety procedures and care is taken to ensure pupils' safety at all times.
- Parents feel that the school takes suitable care of their children and that it provides extra support for SEN for those who require it.
- There is an appropriate sex education policy. Pupils receive a structured programme, of which parents are fully informed.
- Staff are appropriately trained in first aid procedures.
- The induction of children entering the school is well planned. Reception children are taught in a warm, caring environment providing a good atmosphere for learning. A well-planned programme ensures that, at the end of Y6, pupils make a smooth transition to their secondary education.
- Pupils' educational progress and personal development are monitored on a regular basis. Good arrangements are made for discussions with parents.
- Pupils with SEN receive good support. Their progress is well monitored and outside agencies provide suitable guidance.

5.5 Provision for Pupils with SEN

The quality of the school's provision for pupils with SEN is good.

- There are seven pupils with statements for SEN and there are a further 14 pupils on Stages 1-4 of the SEN Code of Practice.
- All SEN pupils have equal access to the full range of curricular opportunities and there are no disapplications from the NC.
- There is effective termly liaison between the SEN co-ordinator (SENCO) and outside agencies such as the Educational Psychologists, regarding the planning and organisation of pupils' work.

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- Good support is provided for pupils with SEN in both KS1 and KS2, either through class support or group/individual withdrawals by the SENCO. To ensure an appropriate level with realistic expectations in homework set for pupils with SEN it is personally supervised by the SENCO.
 - Care is taken to ensure a good match between the materials studied by pupils with SEN withdrawn from literacy and numeracy periods.
 - Differentiated work is set in most subjects when pupils with SEN are taught in main stream classes.
 - During the inspection, some SEN pupils were seen being given very positive support in a mathematics lesson (Y6) with some particularly appropriate differentiated work sheets utilised.
 - Individual educational plans are provided for all pupils on Stages 2-5 of the Code of Practice and these are readily available to teachers in every class.
 - A diary of meetings with outside agencies involving pupils with SEN, and the nature of the support given, is regularly updated.
 - There are specific learning programmes for pupils with SEN, developed every term, which are carefully monitored by the SENCO and are reviewed termly. Parents are suitably involved in their children's targets.
 - There are transparent arrangements for the regular review of pupils' IEPs and parents and other appropriate supporting agencies.
 - The SENCO is released for a full day each term to meet with individual members of staff to discuss progress of pupils with SEN and to plan an appropriate programme for the coming academic year.
 - Parents are invited to discuss progress of their children with the SENCO in the Christmas and summer terms. In addition, there is an open door policy to make it as easy as possible for parents to obtain information of their children's progress.
 - The arrangements made for the one pupil, for whom the curriculum is modified, are good.
 - The school has a new draft policy for SEN awaiting the approval of the governing body, which takes account of the new requirements and the nomenclature of the revised Code of Practice (April 2002).
 - Although some pupils with SEN are withdrawn from the daily acts of worship for additional reading support. This is carefully monitored to ensure that it occurs as infrequently as possible.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership with parents is good and links with parents make a good contribution to pupils' overall development and the standards they achieve. Information for parents about their children's progress is satisfactory. Quality of parents' contribution to school life is good.

- An illustrated parent handbook provides much useful information about the school. Letters and monthly newsletters, normally delivered by pupil post, help keep parents in touch with developments.

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- Formal parent consultations are held twice yearly, but arrangements can be made for individual consultations at any time. Informal contacts occur daily, especially in the infants' department.
 - Some parents have received training, and assist the school through the volunteer reading partnership.
 - Through the Parent Staff Association, parents are actively involved in fund-raising events which provide a welcome addition to the school's income.
 - Local clergy occasionally assist at morning assembly.
 - Arrangements for transfer of pupils from feeder nurseries and to receiving schools are sound.
 - The school assists student teachers with their training by providing practical work experience.

5.7 Partnership with Industry

Partnership with industry is satisfactory.

- Educational visits to local businesses and commercial organisations in connection with topic work give pupils an insight into the world of work.
- Pupils' understanding of industry and commerce is broadened by occasional talks and demonstrations given by visiting speakers.
- One member of staff has benefited from an industrial placement, others may follow.
- The school has benefited materially from its links with industry.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good. The headteacher and staff meet regularly to discuss the curriculum. Suitable steps are being taken to build on achievements and extend procedures for self-evaluation.

- Useful policies have been produced for all areas of the curriculum.
- Schemes of work have been effectively reviewed and provide good guidance for teachers to ensure continuity and progression in pupils' work. Standards of planning and evaluation are good overall.
- The school development plan (SDP) is a thorough document that appropriately notes who will be responsible for each development and what the cost will be and how success will be evaluated. The targets are realistic and appropriate to moving the school forward.
- Procedures are in place to monitor teaching and learning, and the headteacher has a suitable knowledge of the strengths of his staff.
- The analysis of tests and setting of targets is good. Strengths and weaknesses are effectively identified and appropriate action taken.

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- Appropriate procedures are in place to develop skills in literacy and information technology and there are good procedures for the development of numeracy skills.
 - Staff training is linked appropriately to both the needs of the school and the staff concerned.

6.2 Leadership and Efficiency

The leadership of the school is good and has resulted in a good level of improvement since the previous inspection. The headteacher has a good overview of the school and a good level of awareness of what the school needs to do to continue to improve. Relationships are good and there is a very positive ethos, which pervades all aspects of school life.

- The quality of leadership is good. It is very effective in the promotion of high standards. The governors, headteacher, and staff all work together effectively to ensure clear educational direction for the work of the school.
- The school is a happy, well-organised and well-ordered community.
- The aims of the school are appropriate and known to all. The school has a sense of purpose and school development is suitably linked to the promotion of those aims.
- Routine organisation and administration are good. The school secretary is efficient and welcoming. Support staff make a very positive contribution to the ethos of the school and to the efficiency and effectiveness of the school day.
- The headteacher has a clear vision of how the school can continue to improve. Standards in subjects are monitored effectively and appropriate targets for improvement are set.
- The role of the curriculum co-ordinators is developing appropriately. The leadership and management of the core subjects is good and has had a positive effect in raising standards.
- The school has explicit aims, focussed on the raising of standards. The ethos of the school is good. Pupils are well behaved and go about their work with a sense of purpose.
- Available resources of money, staff, time, resources for learning and accommodation are managed efficiently.
- Financial management is effective and funds are used very well to provide a good quality of education for all pupils. Grants and other funds are used effectively to enhance teaching and learning. The recommendations of the recent auditors report have virtually all been fully implemented.
- Statutory requirements are met and due regard is paid to National Assembly guidelines.
- Provision for pupils with SEN is well organised and well managed.
- Budget setting is well linked to the aims of the school, the SDP and the available resources. Effective steps are taken to ensure value for money.
- School routine administration and organisation is very good and has a positive effect on the smooth running of the school.

6.3 Staffing, Accommodation and Learning Resources

The quality and quantity of learning resources are good in NC subjects and religious education.

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- The school has a well-equipped ICT suite with 15 up-to-date computers and a good range of appropriate software such as CD-Rom programs. This facility is timetabled to ensure equal access for pupils in all classes.
 - Pupils have easy supervised access to the Internet, which is used effectively to download useful pictures and texts.
 - There are also stand-alone PCs and three laptops available for use in classrooms.
 - The quality of displays is good in classrooms and corridors with a good mix of pupils' work and commercially prepared materials.
 - The school needs to expand the range of artefacts available to enhance the teaching of some world religions.
 - The school makes extensive use of the recently supplied smart white boards and projectors across subjects.
 - The match of staff to the subjects they teach is good overall.
 - Job descriptions and appraisal are effectively linked to staff training.
 - Non-teaching staff are well deployed and have a very positive impact on teaching and the progress pupils make.
 - The accommodation, which is very clean and well maintained, is good for the numbers of pupils on roll.
 - Effective use is made of all available space. The hall, which is not large, is used for acts of worship, physical education, instrumental music tuition and as a dining facility.
 - Overall the accommodation has a very positive effect on the standards achieved by pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Currently the educational provision for the children under five in reception is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. Standards achieved in the reception class are good. Creative work and incidental reading are effectively integrated into daily routines. This represents an improvement since the previous inspection when it was noted that there were not sufficiently frequent opportunities for children in these areas.

Good features

Personal and Social Development

- Children share and take turns well. Children are happy and confident of the routines of the school day. They play co-operatively and know what is expected of them.
- They come into class happily, knowing where to put their coats and other belongings. They relate well to each other and to their teacher.

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- Children listen to each other quietly and politely and take turns well. They concentrate on their work and on what their teacher tells them. They relate well to other children and adults. They are co-operative and respond well to the routines of the classroom.

Communication, Language and Literacy

- Children are developing a good vocabulary appropriate to their age in English and in Welsh. They are aware of basic phrases and words in Welsh and answer the dinner register confidently stating what their lunch-time arrangements will be. They are confident when talking to adults and to each other. Their knowledge and love of books is effectively developed through many aspects of the school day.
- They listen to short stories with interest, looking at books, tell the story with regard to the pictures.
- Children write their own names, and some write simple sentences. They understand that written text conveys meaning and more able pupils read simple texts confidently.
- They develop an understanding of the concept of rhyming words when listening to a class story. They can distinguish titles from the body of a story. Some children can say when a question mark is used in text.

Mathematical Development

- The children's numerical skills are progressing well. They match objects, can sort cups and other artefacts into order of size. They make repeating patterns of beads.
- Children count in English and Welsh. They sort objects and match them to similar.
- Children count and tally confidently, as for example when they place numbers in order on a number line.
- They learn appropriate vocabulary for taller, shorter, thin and thick et cetera.

Knowledge and Understanding of the World

- They celebrate the changing seasons and note different festivals associated with them such as Easter, the Japanese Spring Festival and Christmas.
- They learn about changing weather, and the days of the week, noting the passing of time and the changes it brings. They can say what sort of hat would be best for hot weather and which would be best for a colder day. They know how sun glasses work and why sandals are good when it is warm.
- They use the computer, manipulating the mouse effectively.
- Children recognise that things change. They compare ways of washing clothes today with ways of washing in the past.
- They learn about different places and listen carefully to the weekend adventures of the class Teddy Bear.

Creative Development

- Creative skills are well developed. They mould dough, print and paint with confidence. Children apply paint to paper with care and pleasure. They roll marbles through paint to make interesting patterns.
- Children learn to mix paint and apply it carefully to achieve different effects. They learn to fold their painted patterns to make symmetrical pictures.

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- They play in the “laundry” and “Mrs Mopple’s Launderette” using their imaginations effectively.
 - They listen to music appreciatively and say why some reminds them of the story of the “Magic Fish”.

Physical Development

- Fine physical skills are well developed handling small equipment in class. Children hold pens and pencils with comfortable grip and use them with appropriate skill.
- They confidently manipulate scissors, paintbrushes and glue sticks.
- Good use is made of available hall time to develop children’s large co-ordination skills.
- There are suitable opportunities for children to play outside with large equipment such as bats, balls and ropes to develop skills of co-ordination and balance. They hit balls with plastic bats with good levels of accuracy.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement in English are good at both key stages.

Good features

- At the end of KS1 NC tests (2001) 95 per cent of the pupils reached level 2 with 18 per cent reaching level 3. This was higher than the school’s 2000 results and better than the county (87.75 per cent) and the national average (78 per cent).
- At the end of KS2 NC tests (2001), 92 per cent reached level 4 (with 36 per cent gaining level 5). This again was higher than the county (75.3 per cent) and national average (77 per cent).
- Pupils in KS1 classes have a high level of concentration and their listening skills are good. They respond orally with confidence in pairs, groups and as a class. They enunciate clearly and are very willing to share ideas and offer sound comments.
- Pupils read aloud confidently from the big book and offer lucid and accurate responses. Pupils read a wide range of materials including fiction, non-fiction and poetry. Their exercise books indicate clearly that they have a good understanding when writing about events and characters in fiction books they have read.
- Many pupils can express informed views as to their favourite authors and have good recall of events in books they have read. A number make good use of the school and local libraries.
- In KS2, pupils can relate what is meant by the terms ‘author’, ‘illustrator’, ‘publisher’, ‘titles’, ‘ISBN numbers’, ‘spine’ and ‘book content’. They know how to use an index.
- Pupils’ spelling of words, especially those of high frequency, is good and well supported by the regular spelling tests. They look for words within words to strengthen the accuracy of their spelling. They use dictionaries and thesauruses with confidence when selecting words.

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- Pupils' comprehension is good at both key stages. They can use different styles and can write for varied purposes including persuasive writing such as was seen when they prepared a brochure extolling the virtues of Newport.
 - Many pupils are confident when making presentation of their individual researched topics in front of their class and are accomplished at responding to questioning by their peers.
 - Most pupils use punctuation correctly. They use grammatical terms correctly and can describe parts of speech accurately.
 - Pupils regularly work in the ICT suite and make good use of word processing to draft rather than copy their written work. They gain information from electronic sources such as CD-Roms and the Internet as well as from reference books.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards in mathematics are good at KS1 and very good at KS2. This represents a significant improvement since the previous report. At that time standards in mathematics were judged to be satisfactory for the younger classes at KS1, but unsatisfactory at the end of the key stage. At KS2, it was satisfactory overall but with significant shortcomings.

Good features

- Suitable inclusion of investigative and experimental work has resulted in pupils throughout the school attaining high standards in this area of work.
- Pupils in KS1 take part in a suitable range of investigations. They produce good block and bar charts presenting their work effectively using the computer. Pupils have suitable skill in sorting items for different criteria.
- They learn to give and follow simple directions moving on a grid.
- They consolidate their knowledge of money facts solving problems using simple coinage.
- Pupils have a good developing knowledge of the properties of two and three-dimensional shapes. They sort shapes into those that have flat and those which have curved surfaces.
- They learn to measure using non-standard and standard units of measurement.
- At KS2, pupils learn to check the results of their calculations for reasonableness.
- Pupils confidently work with the four rules of number to five places and divide decimals to two places.
- They have an accurate understanding of place value and use it to support their work.
- They draw and measure angles accurately. They understand a wide variety of mathematical vocabulary including 'mean', 'median' and 'range' and can explain the meaning of terms such as 'probability'.
- Pupils of all abilities and from all groups, including those with SEN make appropriate progress in developing their skills and understanding in mathematics.

Shortcomings

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- There are no significant shortcomings.

Science

Standards are good at both key stages. This represents a good improvement since the previous inspection when standards were satisfactory and on occasion good at KS1 and mainly good at KS2.

Good features

- At KS1, pupils collect data, sort and compare living things and objects and record their observations carefully. They investigate the properties of materials and sort them into different groups.
- They learn about living things and investigate the life cycle of a frog.
- Year 2 pupils develop an appropriate scientific vocabulary and use terms such as rigid and flexible in their work. In work on forces and energy, they learn about materials that are attracted by magnets and which activities are powered by pushing and which by pulling.
- At KS2, pupils learn to build circuits with batteries and light bulbs in series.
- They set their own experiments to test theories, selecting a suitable approach to solving scientific questions and drawing effective conclusions. They are suitably aware of the need to construct a fair test.
- They learn about light and sound and study the length of shadows at different times and the passage of sound through solid materials.
- They have a good understanding of the planets and the major forces and are aware of friction, gravity and up-thrust.
- They correctly describe similarities between the main stages of human and plant life-cycles. They know that green plants use energy from the sun and that the process is called photosynthesis.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement in Welsh are good at both key stages. This represents a good improvement since the previous inspection.

Good features

- The standard of pronunciation and accents are good from reception onwards.
- The younger pupils in KS1 respond enthusiastically to familiar phrases and know a number of language patterns and write down simple phrases in Welsh.
- In Y2, pupils write the date always in Welsh in all subjects. They enjoy reading out their 'personal' profiles in Welsh immediately after registration and comment on the prevailing weather conditions. Their ability to read as well as speak Welsh is progressing well.
- In KS2, pupils enjoy reading collectively from the "big books" such as '*Y Ci Clyfar*' and gain a good range of vocabulary.

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- Pupils in Y4 can respond using negative and positive responses such as ‘*Ydw/Nac ydw*’, ‘*Ydy/Nac ydy*’ and can discuss what they do and what they cannot do in the school.
 - By Y5 pupils participate well in role-playing, which is conducted at a good pace. They have mastered the primary colours, parts of the body, various items of clothing the weather and conduct short interviews with their peers on personal preferences.
 - Pupils perform confidently in the ‘hot seat’ when they answer questions from their fellow pupils.
 - Pupils experience with *Dewch i wneud stori* has greatly improved pupils’ ability to write in Welsh.
 - Pupils use their own personal Welsh dictionaries and use standard Welsh dictionaries to help them write exercises and understand unfamiliar words in stories such as ‘*gwyliau*’.
 - Pupils from reception onwards are familiar with appropriate greetings, numbers and commands through the consistent use made of incidental Welsh for greeting and commands in acts of worship, all lessons and routine administration such as registration and dinner arrangements throughout the school.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards in design and technology are good at KS1 and satisfactory at KS2. This is an improvement since the previous inspection when standards were satisfactory at both key stages.

Good features

- Pupils in Y1 design sock and string puppets and choose what materials to use.
- Pupils in KS1 measure and cut materials with appropriate accuracy and attention to detail when making levers to move illustrations in Y1.
- Pupils develop ability to solve problems in design as when pupils at KS1 designed Christening cards.
- They look at design structures and evaluate whether they are strong enough.
- Pupils at KS2 understand their designs have to meet a variety of needs and make realistic plans. Year 3 pupils, for example, design ways of floating over a river using labelled sketches and words to communicate design details.
- Pupils in Y5 make progressive plans and work with accuracy to design a model of the ‘Iron Woman’ with moving limbs, linked to the computer. They use tools with a degree of accuracy effectively when assembling components.

Shortcomings

- Pupils in some year groups at KS2 make too little progress in developing their skills of design and evaluation.

Information technology

Standards are good overall at both key stages. This is a good level of improvement since the previous inspection, when they were judged to be satisfactory.

Good features

- Pupils in KS1 use ICT to support their learning in mathematics and literacy, working with sound, images and text.
- They learn that devices respond to commands and signals and use the mouse effectively to make choices to produce different outcomes.
- Pupils in Y2 write simple poems using word processing systems to present them effectively. They illustrate work with art-work using computer drawing programs.
- Pupils in Y3 use ICT to produce graphs to support their work in mathematics.
- Information and communications technology is effectively used to support learning in other subjects and Y4 pupils design covers for lockers and work folders.
- Pupils produce, organise, amend and present ideas, such as when Y3 pupils worked to improve the presentation of their story “The Stone Mouse” using headers and footers and when pupils in Y5 write detailed stories of their past.
- Year 5 pupils conduct experiments in sound, linked to science, which they monitor by computer.
- Pupils in Y6 use word processing and drawing programs to produce attractive books following detailed specifications including ordering of pages, demonstrating good awareness of audience and high quality in presentation.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement in history are good in both key stages. The standards noted at the time of the previous inspection have been effectively maintained.

Good features

- The youngest pupils in KS1 listen well to stories about famous men and women and can accurately recall details of some archaeologists and the discovery of the tomb of historical characters such as the young Tutankhamun and other characters recently studied. They explain why the authorities did not have a suitably grand tomb ready for his burial. They know about the use of death masks in Ancient Egypt and the preservation of mummies.
- Pupils understanding of chronology is developing well through their study of their families and their daily routines. Pupils display a sound sense of enquiry. They undertake small-scale research into the way their parents and grandparents lived through interviewing relatives, viewing contemporary photographs and handling contemporary artefacts
- Many pupils in KS2 articulate details of the austere lifestyles of the working classes in Wales in past centuries based on knowledge gained through visits to local places of historical interest such as the Museum of Welsh Life, the Big Pit and Iron Works.
- Pupils in Y3 have a good understanding of the role of the Romans in Britain, which is greatly enhanced by their visit to the Roman site at Caerleon and their study of the artefacts preserved there at the museum.

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- Pupils in Y4 have an understanding of the evacuation that separated children from their families in World War II and benefit from first-hand information from local people who talk about their memories. Pupils benefit from their history corner, which has a selection of artefacts of the period.
 - Older pupils (Y5) prepare a personal timeline to consolidate their perception of chronology and study the costumes of the Tudor period and the journeys of pioneers such as Sir Francis Drake and the intrigues of the royal families. They also write a diary of events that took place in 1585, and also write accounts of daily life from the perspective of characters from the past.
 - Pupils in Y6 make a detailed study of the Victorian era and the effect of the Industrial Revolution on South Wales. They study the contribution made by an eminent Welsh musician from the period, who came from Merthyr, Dr Joseph Parry.
 - Pupils are aware that there are several different and differing interpretations given to a past event. They know that some facts might be more propaganda than accurate history.
 - Pupils in some classes make good use of their ICT skills to research their projects (for example, the Internet and CD-Rom) to present their work.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good at both key stages. This represents a good improvement since the previous inspection.

Good features

- Pupils in KS1 make good use of geographical terms such as river, park, and hill. They prepare maps of places that they like to visit.
- They understand directions and terms such as near, far, long and short distance.
- They collect and record information of their local area and convey geographical information in pictures and words.
- By using maps, pupils know where they are in Wales and how their local area fits into Wales as a whole. Good progress is made in reading, making and interpreting maps.
- In KS2, pupils compare Wales with countries with different climate, and fauna and flora.
- In Y4, they study life in Kenya and compare the differing climates in Africa and Europe. They use the Internet to obtain latest details on weather. They participate with enthusiasm in a presentation by a visitor who lived in Kenya for many years.
- Year 5 compare and contrast the city of Newport with the French town of Dijon. They compare the architecture of the two towns noting their architectural periods (baroque et cetera) and what both these places had to offer to visitors. Using materials downloaded from the Internet they prepare posters encouraging tourists to visit the Welsh city. (persuasive writing).
- They appreciate the different cultures by pairs of pupils having a simple conversation in Welsh and French.

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- Year 6 prepare plans of the school and record to scale for example, a plan of their individual desks. (scale drawing).
 - They prepare, give accurate map directions and use Ordnance Survey maps and understand co-ordinates. They know what oblique aerial photographs mean and they use aerial photography to identify rural, residential and commercial sectors in Malpas.
 - They evaluate the consequences of the expansion of the residential areas around the school and the need for commercial development such as shops to serve the community.
 - They confidently use ICT to enhance their geographical and presentational skills.
 - Pupils' use of maps is enhanced by the practical experience they have during their residential visit to an outdoor pursuit centre.

Shortcomings

- There are no significant shortcomings.

Art

Standards in art are satisfactory at both key stages. Standards have been maintained since the previous inspection.

Good features

- Pupils in KS1 use a range of materials such as paint, crayon and pastel to express their ideas and make images.
- Year 2 pupils record from models and books the shapes of various dinosaur heads and feet. They look carefully and take great care to copy shapes of claws and faces.
- Pupils in Y6 draw landscapes in the style of Peter Prendergast, paying careful attention to details and application of pastels to achieve the desired effect.
- They use the computer to create pictures and designs to illustrate their work. They draw portraits of 'our families' having first looked at portraits by a range of artists.
- Pupils in Y3 consider the work of Andy Goldsworthy and look carefully at the shades and textures of leaves in the garden before blending leaf colours for their class collage.
- Pupils in Y5 draw portraits following a study of some of Van Gogh's painting. These were scanned into the computer, before being printed for display.
- In work linked to mathematics and ICT, Y6 pupils designed symmetrical patterns to print onto 'T shirts'.

Shortcomings

- Pupils do not regularly develop skills in using materials to weave and make three-dimensional collages. Neither do they develop skills in sketching and developing designs sufficiently.

Music

Standards of achievement in music are good at both key stages. This represents good improvement since the previous inspection.

Good features

- At KS1, pupils listen well when given instructions on how to perform.
- They sing a good range of both English and Welsh songs.
- Intonation of the majority of pupils is good. They perform action songs with enthusiasm and in time.
- They understand musical terms such as 'unaccompanied'.
- They can identify short and long notes and some can identify the sound of a drum and glockenspiel.
- Pupils, at this key stage, enjoy responding to music by performing folk dancing accompanied by visiting performers. Their singing is good with clear diction but their phrasing and note duration are not always accurate.
- At KS2, pupils can keep regular and irregular rhythms accurately through clapping or playing drums. They understand that the stretching of drum skin affects pitch.

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- They can perform simple tunes on the glockenspiel. and suggest ways in which the groups can ‘keep together’. They can repeat musical patterns on tuned/untuned instruments.
 - Pupils are introduced to recorded world music (including African) and to different types of music such as classical and rap, instrumental, orchestral and vocal.
 - They compose eight bar compositions in groups and evaluate their performances. They suggest ways in which they can be improved, including varying pace and dynamics.
 - Pupils enjoy making music in the school’s orchestra, which performs regularly. A significant number have instrumental tuition from peripatetic teachers on strings, woodwind, brass and percussion.
 - Woodwind groups accompany carol singing in venues in the locality.

Shortcomings

- There are no significant shortcomings.

Physical education

The standard of achievement in physical education is good at both key stages. The standard achieved in dance is very good. This represents a good improvement since the previous inspection.

Good features

- At KS1, pupils have good moving and playing skills and work well and safely with partners.
- In reception, pupils are developing good self-care skills and independence skills. They fold their own clothes and follow instructions well.
- Some pupils make good contact with a ball using a bat and are developing good hand and eye co-ordination.
- Pupils are well disciplined in changing into physical education kits and are aware of the need for safety such as taping of ear studs and removing jewellery.
- Pupils listen well to instructions and pay attention to demonstrations to improve their performance.
- Pupils have a good spatial awareness when running, chasing and dodging.
- Pupils’ standards in gymnastics are good. They develop basic actions in sequences and repeat tasks to improve control.
- Pupils are very good at lifting, carrying and using specialist apparatus safely.
- At KS2, pupils increase their control, accuracy and fluency of movement.
- In lessons, pupils know how exercise increases heart rate, and how important it is to engage always in warming up before undertaking any taxing exercises.
- Pupils make simple judgements about their own and others’ performance and use the information to improve efficiency and the quality of their work.
- The standard of dance (especially creative dance) is very good and pupils from Y3 onwards are proficient in performing and evaluating. They respond to a range of stimuli such as the elements and light and darkness. They are very familiar with using “levels” to advantage.

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- Pupils are introduced to the traditional Welsh folk dancing and some are accomplished at disco dancing.
 - The pupils have taken part in many dance demonstrations and have been successful in competitions.
 - Most pupils in Y5 who undertake the intensive three-week course at local baths achieve the highest certificates awarded. Pupils evaluate their performance on the swimming course in considerable detail in one of their extended writing tasks, which is word-processed.
 - Year 5 pupils enjoy their involvement in the rugby project and develop good skills. They pay due attention to warming up, shadowing, sending and receiving the ball et cetera.
 - Pupils take advantage of the wide range of extra-curricular activities including football, rugby, netball, athletics and outdoor and adventurous activities.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievements are good at both key stages. The standards noted at the time of the previous inspection have been effectively maintained.

Good features

- In KS1, pupils know many of the familiar New and Old Testament stories and successfully explore places that pupils consider to be special. They link their findings to the role of churches and other places of worship in the lives of believers.
- In KS2, pupils use data to produce graphs and diagrams associated with religion and beliefs.
- Pupils visit the local parish church and the clergy have explained to them the significance of the font and the meaning of the special vestments.
- Year 4 pupils know a range of Old Testament stories including the Creation, Noah's Ark and Ruth and they explore the reasons behind the work of Operation Christmas Child.
- They are familiar with the theme of journeys especially the final visit of Jesus to Jerusalem at Passover and the importance of the *hajj* for Muslims.
- They make a meaningful study of the various places of worship within their own community of Malpas through use of photographs and contrast the different architecture of church and chapel and consider the significance of the different shapes. They visit nearby Llantarnam Abbey.
- Year 5 pupils explore and learn the meaning of symbols such as the cross and the fish in Christianity and other religions and the meaning of such terms as atheist, agnostic, humanist and believer.
- Pupils are very familiar with the history of Moses from his birth to his work as a deliverer of the Israelites from captivity.
- They study the life of the patron saint of Wales and use the Internet to download photographs of the Cathedral in Pembrokeshire. They consider the role of rules in daily life of the school, and the significance of the Decalogue for Jews and Christians.

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- They pursue the concept of a perfect world and the absence of war and hatred.
 - In Y6, pupils co-operate well in preparing group research places such as Bethlehem, Jerusalem, Mecca and the river Ganges. They have visited the Buddhism Centre in Raglan.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Progress since the last inspection has been good. All of the issues raised by the previous report have been effectively resolved as follows:

- Standards have been raised in mathematics.
- Suitable emphasis is placed on all areas of the curriculum.
- Tasks set for pupils with SEN are closely linked to their daily work.
- The quality of teaching and learning is now always at least satisfactory and often better.
- The SDP has clear targets and strategies for improvement.
- The roles of the senior management have been effectively developed to include monitoring of progression and standards.
- The good features of assessment have been maintained and built upon still further.
- In addition, the school has raised standards in many subjects.

8.2 Key Issues for Action

In order to raise standards further the school needs to:

- raise standards in subjects and aspects, which while satisfactory overall, have minor shortcomings (art and design and technology at KS2);
- develop facilities and planning to ensure that ICT is fully integrated into all non-core subjects at KS2.

APPENDIX

A. Basic Information About the School

Name of School	Malpas Park Primary School
School type	LEA maintained/community
Age-range of pupils	4-11
Address of school	Wavell Drive Malpas Newport
Post-Code	NP20 6LE
Telephone Number	01633 675900

Headteacher	Mr G Gillingham
Date of appointment	September 1986
Chair of Governors	Mr G Mitchell
Registered Inspector	Mrs S M Barnes
Dates of inspection	7-10 May 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30	27	22	29	33	28	31	200

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0	9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22:1
Average class size, excluding nursery and special classes	28.5
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	96.7	95.6	96.0	95.8
Term 2	90.5	91.4	94.1	92
Term 3	94.3	96	94.5	94.9

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2001

National Curriculum Assessment KS1 Results: 2001			Number of pupils in Y2: 29					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	7	71	21	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	4	71	25	0
		National	0	4	13	54	29	0
	Task/Test	School	0	0	0	75	25	
		National	1	3	13	53	30	
EN: Writing	Teacher Assessment	School	0	4	7	79	11	0
		National	0	5	13	70	12	0
	Task/Test	School	0	4	7	79	11	
		National	0	5	10	75	9	
EN: Speaking and listening	Teacher Assessment	School	0	0	18	50	32	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	11	43	46	0
		National	0	2	9	60	29	0
	Task/Test	School	0	0	11	43	46	
		National	0	2	6	56	36	
SCIENCE	Teacher Assessment	School	0	0	7	61	32	0
		National	0	2	10	67	21	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:	89	In Wales:	81
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D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2001

National Curriculum Assessment KS2 Results: 2000			Number of pupils in Y6: 36										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School								5	67	28	
		National	0	0	0		1	1	6	19	48	25	0
	Test/Task	School								8	56	36	
		National	0	2	1	1			5	14	47	30	
Mathematics	Teacher assessment	School								6	47	47	
		National	0	0	0		0	1	4	20	47	28	0
	Test/Task	School								3	36	61	
		National	0	2	1	1			4	18	42	32	
Science	Teacher assessment	School								3	47	50	
		National	1	0	0		0	0	3	15	52	29	0
	Test/Task	School								5	49	42	
		National	0	2	0	1			2	13	51	31	

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:	95	In the school:	92
In Wales:	68	In Wales:	68

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
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.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are “working towards” level 1, but have not yet achieved the standards needed for level 1.

D. The Evidence Base of the Inspection

- The inspection was carried out by a team of three inspectors, over a period of three and a half days.
- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Twenty-two parents attended a meeting to give their views of the school.
- Questionnaire responses from 26 parents were analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the SDP, policy and curriculum documents and teachers’ planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Twenty-eight lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, Welsh second language, science and other subjects.
- A wide range of pupils’ written and other work was examined in all classes.
- Inspectors discussed pupils’ work with class teachers and examined assessment records.
- Discussions were also held with the staff.
- The work of pupils with SEN was examined.
- Documents relating to the financial management of the school were discussed.
- Budget figures were examined.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mrs S M Barnes	Rgl	Context Main findings Educational standards achieved by pupils Teaching Curriculum Support, guidance and pupils' welfare Leadership and efficiency Quality of self-evaluation and planning for improvement	early years mathematics science technology information technology art
Mr C Brentnall	Lay	Attendance Partnership with parents and community, schools and other institutions Partnership with industry	
Mr D Treharne	Team	Behaviour and attitudes Assessment, recording and reporting Provision for pupils with SEN Staffing, accommodation and learning resources Spiritual, moral, social and cultural development	Welsh second language English geography physical education history music religious education

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.