

**Inspection under Section 10 of the
Schools Inspections Act 1996**

MILLBROOK JUNIOR SCHOOL

**Parret Road
Bettws
Newport
NP20 7DQ**

School Number: 680/2044

Date of Inspection: 13th - 15th June 2006

by

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W259/78650**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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

The inspection of Millbrook Junior School took place between 13/06/06 and 15/06/06. An independent team of inspectors, led by Christopher Robert Palmer undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Millbrook Junior School was last inspected in June 2000 and is situated in the Bettws Housing Estate on the outskirts of the city of Newport. The school has very effective links with an infant school that shares the same site. In fact the acting headteacher is presently in charge of both schools. Since the last inspection Millbrook has undergone a significant fall in pupil numbers, in common with many schools across the city, and the number on roll is currently 138.
2. Pupils come from a wide range of social backgrounds mainly from within the catchment area. The housing estate is designated as a Communities First area within the city of Newport and the number of pupils currently entitled to free school meals is around 44%. Many families have a long association with the school over two or even three generations. No children come from Welsh speaking backgrounds. 32% of pupils are designated as requiring Special Educational Needs (SEN) support and of these seven carry a formal statement of SEN. Seven pupils have been excluded for fixed term periods in the last year. The school sets a great emphasis on good behaviour.
3. The school was last inspected in June 2000. Since then it has undergone a period of great uncertainty, not least with the continual possibility of closure. There were a series of headteachers (five including the current acting headteacher) between 2000 and 2004. There are six class teachers, three of whom are new since the last inspection. The deputy headteacher teaches music across the school and provides cover for the teachers to access their Planning, Preparation and Assessment (PPA) time.
4. The acting headteacher has been in post for two years and the school is now able to look forward to a positive future with a proposal well underway to formally amalgamate with the Infant School. The headteacher, staff, governors, parents and pupils have maintained a momentum demonstrating continuous school improvement throughout a very challenging period for the school

The school's priorities and targets

5. The school strives to achieve the following aims:-
 - a. To create a happy, caring and secure environment within which all children and adults are valued.
 - b. To lay strong foundations for the future stages of education by helping children to develop the skills, values and attitudes necessary for adult life.

- c. To create a positive and effective relationship with parents, governors and the wider community by encouraging their active involvement in school life.
 - d. To encourage pupils to take responsibility for achieving high standards of achievement and behaviour, valuing qualities such as honesty and respect for others.
6. The school's major priorities and targets for 2006-07 include:
- Securing a clear future for the school within which the pupils and staff will be able to reach their full potential.
 - To further enhance links with the infants school.
 - To 'Build Learning Power' to include teacher awareness, assessment for learning, pupils' self-assessment, thinking skills and Key Skills across the curriculum.
 - To further develop the process of effective school self-evaluation.
 - To focus on aspects of the core areas of literacy and numeracy.
 - To consolidate and extend approaches to behaviour management.
 - To develop links with home, education/business partnerships (EBP) and Bettws High School.
 - To develop a breakfast club. (This priority has had to be postponed pending a city wide decision by all primary headteachers).

Summary

7. Millbrook is a good school that has made very good progress since the last inspection. A great deal of its work is now good with no important shortcomings and all areas are judged that at least good features outweigh shortcomings. Within the context of uncertainty that the school has operated this is a particularly commendable achievement by the headteacher, staff, pupils, governors and parents.
8. The findings of the inspection team agree with those of the school in all seven of the key questions of self-evaluation.

Table of grades awarded

9. Grades relating to the overall work of the school are as follows:

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

Grades for standards in subjects inspected

10. Standards of achievement in the lessons observed exceed the Welsh Assembly targets of 98% Grade 3 or better and 65% Grade 2 or better. They are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	70%	27%	-	-

11. In the six subjects inspected, standards are judged as:

Subject	Grade
Welsh Second Language	Grade 2
Mathematics	Grade 3
Music	Grade 2
English	Grade 2
Design Technology	Grade 3
Religious Education	Grade 2

12. The levels of achievement in national curriculum assessments at the end of KS2 show continuous improvement over the past few years. When compared with other similar schools in Wales the 2005 results shows that performance in English is in the top 50%, at the 50% point in mathematics and just below the top 50% in science. The core subject indicator (CSI) of the number of pupils achieving level 4 in all three core subjects in 2005 is 67%. Results for 2006 show further improvement in all three subjects (Levels 4 and above - English 74%, Mathematics 79%, Science 82%, CSI - 69%).
13. Pupils with SEN make good progress according to their age and ability.

14. Pupils make good progress overall in their application of the key skills of literacy. Most pupils listen very well and speak effectively in pupil teacher exchanges and in co-operative class activities. They also apply their skills in reading appropriately in subjects across the curriculum. Whilst there are some examples of good writing, the more able do not write fluently and at length in subjects across the curriculum. Standards of presentation are variable, particularly in foundation subjects.
15. Pupils have a number of planned opportunities to apply their skills in numeracy across the curriculum but the standards and level of this work do not always match the ability level of all pupils. Pupils' skills in Information and Communications Technology (ICT) are adversely affected by a lack of opportunity to use ICT regularly in a range of subjects and lessons.
16. Pupils' bilingual skills are developing well. Good standards are achieved in listening and pupils are eager to practise the language structures that they have learned.
17. Pupils' personal, social, moral and wider development is good. The supportive nature of the school and the sensitive moral and spiritual aspects of collective worship help pupils to develop a secure set of values to guide them. They feel strongly that everyone should be treated fairly and without favouritism.
18. Most pupils behave very well in class and at other times in the school day. A small minority of pupils fail to respond to the schools well thought out behaviour policy and seven pupils have been temporarily excluded in the last year. The school puts a high premium on good behaviour.
19. Attendance rates (Averaging 90%) are below the Welsh Assembly target of 95%. The Governing Body is very concerned about the minority of pupils with a high level of absence and about the small minority who are regularly late for the morning sessions. Similarly they have tried to discourage parents from taking their children on holiday during term time.
20. Pupils' motivation in lessons and their attitude to learning is generally good; when given the opportunity pupils work well in pairs and small groups.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	60%	30%	-	-

22. The quality of teaching is well above the Welsh Assembly Government target and shows significant improvement since the last inspection.
23. A strong feature of teaching throughout the school is the good working relationship teachers and support staff have with pupils, displaying a caring attitude towards them. A range of positive behaviour management strategies and reward systems help to keep pupils focused on their work.

24. In lessons which have outstanding or good features with no important shortcomings, there is very effective use of questioning to extend discussion and to promote pupils' thinking skills. The constant interchange of whole class and group or pair work activities ensures pace and engages the pupils in their learning. In lessons which are judged to have good features that outweigh some shortcomings the pace is slower due to over-extended whole class sessions and pupils' work is not always sufficiently differentiated to meet the needs of all abilities.
25. Teachers have a good knowledge of the subjects they teach and show good understanding of current educational developments. Introductions to lessons judged to be good are clear and concise and often consolidate previous learning. Planning is effective and objectives are communicated well to pupils. Plenary sessions ensure that pupils understand lesson objectives and in the best instances, offer opportunities for them to judge the success of their work.
26. Pupils' work is marked regularly and there are some good examples of constructive comments. There is an effective assessment policy and examples of assessed work are kept to give a clear picture of every pupils' achievements. A range of standardized tests is used and a new tracking system promises to provide an effective challenge to pupils' learning. Pupils do not always carry out the corrections and improvements requested by their teachers.
27. Incidental Welsh is used consistently throughout the school by teachers and support staff and will soon be used by lunch-time supervisors. This has a positive effect on pupil standards in second language Welsh.
28. Pupils benefit from an effective system of care and support. Teachers know their children well. There are excellent induction arrangements for new pupils from the infants' school and external agencies are called upon should pupils require extra support. A very caring ethos permeates the school.
29. Parents are kept well informed about the life of the school with newsletters, prospectus, pupil reports, Annual Governors Reports etc. Information provided by parents prior to and during the inspection confirmed the mutual appreciation between home and school.
30. Teachers and support staff are aware of the needs of pupils with SEN. There are good policies that comply with the Code of Practice. Provision is effectively managed by the Special Education Needs Co-ordinator (SENCO). Pupils with SEN make most progress when supported on planned programmes of support, such as the 'Catch Up' programme. The progress of pupils with SEN during normal class sessions is more variable and is dependent upon an appropriate level of differentiation. Classroom support assistants provide effective support.
31. The school is committed to a range of initiatives and pupils are aware of healthy lifestyles and diets, local and global issues and environmental and sustainability issues.

32. The quality of provision for equal opportunities is good and pupils have equal access to a broad and balanced curriculum. The physical make up of the building could present future accessibility issues.
33. The schools links with the community and world of work are good.

Leadership and management

34. The headteacher provides very good leadership. He has a clear sense of direction and demonstrates a capacity to reflect critically on school improvement initiatives. He leads with a 'democratic' style that is inclusive to all who work at the school. In the two years that he has been at the school there has been very good progress.
35. The headteacher and curriculum leaders analyse the school's performance data and set realistic targets. This detailed analysis has great potential for the future and has already resulted in measurable improvement in standards and performance.
36. Subject co-ordinators gather a variety of evidence including lesson observations, pupil interviews and the scrutiny of pupils work. They have enhanced the opportunities for pupils in all subject areas and provided an analysis of strengths and weakness. Further evaluation of the impact of initiatives and the effectiveness of teaching organisation on the standard of pupil achievement is an area for further development.
37. The school self-evaluation report is a very good document and along with other strategic plans provides a clear evaluation of the priorities for future improvement.
38. The school has made very good progress since the last inspection. Despite numerous changes in leadership all key aspects highlighted in the last report demonstrate significant improvement.
39. The school has undergone a time of great uncertainty since the last inspection and the role of the governing body has been crucial during this period. They have managed to sustain great optimism about the future of the school. Their motto is "business as usual" and they have supported school improvement and the welfare of their pupils throughout the period.
40. The headteacher keeps governors well informed and they are fully involved in the life and work of the school. Much of their planning has had to be on a year to year basis but clear short-term objectives have collectively provided an effective strategic direction.
41. Individual governors assume specific responsibilities including links with subject areas and there are designated governors for SEN and Child Protection. The Chair and Vice Chair of Governors are very involved with the local community and provide an effective link with local events and initiatives.
42. The school administrative officer is very experienced and together with the two clerical officers, mid-day supervisors, canteen staff and the caretaker, ensure that day to day management is smooth and efficient.

43. The accommodation is spacious for the number of pupils on roll and is kept neat and tidy by the caretaker and cleaners. There has been a lack of investment in the internal and external fabric of the building. A rolling programme of decoration and maintenance is improving the situation. However, the building not least because of accessibility issues, is likely to require significant investment in the future.
44. The school's budget is carefully managed and monitored regularly by the headteacher, administrative officer and governors. Members of staff undertake a key role in the regular audit and identification of resource needs. There are established systems to ensure value for money when making purchases or contracting work.
45. The workforce agreement has been well implemented and there is effective use of time set aside in the school for teachers to plan, prepare and assess. All co-ordinators also receive dedicated time which is used effectively for monitoring or developments in each subject.
46. The school provides good value for money. The Governing Body intends to address any imbalance between human and physical resourcing when future plans for the school become clearer.

Recommendations

47. In order to build on the very good improvement since the last inspection, the school needs to:
- R1.** raise standards where shortcomings are noted in key questions and subjects;
 - R2.** increase the proportion of lessons where teaching is good and very good by:
 - i) increasing the pace of teaching and learning sessions
 - ii) improving the match of pupils activities to meet the needs and abilities of all groups of pupils
 - iii) extending the role of classroom support assistants in order to improve support for pupils of different abilities;
 - R3.** further refine the school's self-evaluation process to ensure that leaders and subject co-ordinators focus on teaching and learning outcomes;
 - R4.** further enhance the opportunities and effectiveness of Key Skills across the curriculum, with particular emphasis on increasing opportunities for appropriate integration of ICT across a range of subjects.
 - R5.** continue to set high expectations for good pupil behaviour and to try to engage all pupils and parents in the process;
 - R6.** continue to actively encourage improved attendance and punctuality;
48. The majority of these recommendations are either ongoing priorities of the school or are part of the current plans for future development.
49. The Governing Body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

50. The inspection team agrees with the school's judgement of this key question.
51. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	70%	27%	-	-

52. Pupils' standards of achievement in the lessons observed exceed the Welsh Assembly Government targets for Wales by 2007 (ie. Targets of 98% of standards being Grade 3 or better and 65% being Grade 2 or better).
53. In the six subjects inspected, standards of achievement are:

Subject	Grade
Welsh Second Language	Grade 2
Mathematics	Grade 3
Music	Grade 2
English	Grade 2
Design Technology	Grade 3
Religious Education	Grade 2

54. Standards have improved in Welsh second language, music, English and religious education since the last inspection. The quality of provision and learning opportunities for pupils have also improved in mathematics and design technology but as yet standards of achievement remain broadly the same as in the last inspection.
55. The levels of achievement in national curriculum assessments at the end of KS2 show continuous improvement over the past few years. When compared with other similar schools in Wales the 2005 results shows that performance in English is in the top 50%, at the 50% point in mathematics and just below the top 50% in science. The core subject indicator (CSI) of the number of pupils achieving level 4 in all three core subjects in 2005 is 67%. Results for 2006 show further improvement in all three subjects (Levels 4 and above - English 74%, Mathematics 79%, Science 82%, CSI - 69%).
56. Pupils with SEN make good progress according to their age and ability.
57. Pupils make good progress overall in their application of the key skills of literacy. Most pupils listen very well and speak effectively in pupil teacher exchanges and in co-operative class activities. They also apply their skills in reading appropriately in subjects across the curriculum. Whilst there are some examples of good writing, the more able do not write fluently and at length in subjects across the curriculum. Standards of presentation are variable, particularly in foundation subjects.

58. Pupils have a number of planned opportunities to apply their skills in numeracy across the curriculum but the standards and level of this work do not always match the ability level of all pupils. Pupils' skills in ICT are adversely affected by a lack of opportunity to use ICT regularly in a range of subjects and lessons.
59. Pupils' bilingual skills are developing well. Good standards are achieved in listening and pupils are eager to practise the language structures that they have learned.
60. Pupils demonstrate a growing awareness and respect for other beliefs and cultural traditions within society. In discussion, pupils express a clear understanding of equal opportunities issues and feel strongly that everyone should be treated fairly without favouritism.
61. Pupils' personal, social, moral and wider development is good. The supportive nature of the school and the sensitive moral and spiritual aspects of collective worship help pupils to develop a secure set of values to guide them.
62. Overall, good features outweigh shortcomings in pupils' behaviour. Most pupils behave very well in class and at other times in the school day. The school sets a great premium on good behaviour and operates a very well structured behaviour policy. Despite this a small minority of pupils fail to respond and this has resulted in a significant number of temporary exclusions from school. There have been seven pupils who have had fixed term exclusions over the past year.
63. The attendance rates for the past three terms average 90%, a figure well below the Welsh Assembly target of 95%. The Governing Body is very concerned about the minority of pupils who have a high level of absence. They are similarly concerned with absence because of family holidays during term time. The school has made considerable efforts to address these issues. There is close liaison with the education welfare officer (EWO) to support the families concerned. A minority of pupils are late at the start of the school day. This disrupts classes and these pupils miss important parts of the first lesson of the day.
64. Pupils' motivation in lessons and their attitudes towards learning are generally good and are closely related to the quality of teaching. When lessons proceed at a brisk pace and tasks are appropriately matched to ability, they show enthusiasm for learning, are well motivated and are able to sustain interest and concentration. This high level of engagement falls away when the pace of lessons is too slow and tasks are less well matched to interest and ability.
65. Pupils' ability to work independently and to develop the skills to improve their own learning is developing well. When given the opportunity pupils work well in pairs and small groups.
66. Pupils are well prepared for effective participation in the life and work of the local community. Governors, staff and pupils work in close partnership with the local community and support a range of community activities.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

67. The inspection team agrees with the school's judgement of this key question.
68. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	60%	30%	0	0

69. The quality of teaching is well above the Welsh Assembly Government target of 98% Grade 3 and above and 65% Grade 2 and above and shows significant improvement since the last inspection.
70. In lessons which have outstanding features there is very effective use of questioning to extend discussion and to promote pupils' thinking skills. The constant interchange of whole class and group or pair work activities ensures pace and engages the pupils in their learning. The effective use of intervention strategies motivates the pupils and moves their learning forward.
71. In lessons which are judged to have good features that outweigh some shortcomings the pace is slower due to over extended whole class sessions and the work is not sufficiently differentiated to meet the needs of all pupils. This has a negative effect on their achievement particularly in subjects such as mathematics.
72. A strong feature of teaching throughout the school is the good working relationship teachers and support staff have with pupils, displaying a caring attitude towards them. A range of positive behaviour management strategies and reward systems help to keep pupils focused on their work.
73. Teachers have a good knowledge of the subjects they teach and show good understanding of current educational developments. Introductions to lessons judged to be good and better are clear and concise and consolidate previous learning. The planning ensures that lessons have clear objectives and these are communicated well to pupils. Effective plenary sessions ensure that pupils understand lesson objectives and in the best instances, offer opportunities for them to judge the success of their work.
74. Teachers' planning identifies the key skills to be targeted and these are often conveyed to the pupils during the lesson introduction but there are missed opportunities to enhance pupils' literacy and numeracy skills at an appropriate level. The opportunities to develop ICT skills are limited across the school and the use of ICT as a teaching tool is also underdeveloped.
75. All pupils are treated equally. Pupils with SEN are well supported by learning support staff particularly during withdrawal sessions for the Catch-up programme. When these pupils are working within the class the tasks provided during normal lessons are not always effective in moving their learning forward.

76. Incidental Welsh is used consistently and effectively throughout the school in lessons and is being extended beyond the classroom by the use of 'tocynnau iaith' by support staff and lunch-time supervisors. One teacher is a fluent speaker but all members of staff have responded positively to training. The 'Cwricwlwm Cymreig' features appropriately in lessons.
77. The recently revised assessment and marking policies place appropriate emphasis on the assessment for learning agenda but as yet these are not always impacting on pupils' learning. By means of their 'Learning Diaries' pupils are involved in their own target setting.
78. Pupils' work is marked regularly and there are some good examples of constructive comments. However the opportunities for pupils to respond and to improve their learning are limited and teachers do not always follow up on their instructions.
79. There has been a significant development in tracking pupils' progress. A range of standardised tests as well as teacher assessments is undertaken which are beginning to have an effect on challenging pupils' learning. Work in core subjects is regularly assessed on a termly basis which ensures the school has a clear picture of every pupil's achievements. Year group portfolios of levelled and annotated work in the core subjects are being developed and are also available in many of the foundation subjects.
80. The arrangements for reporting to parents meet statutory requirements. Parents have appropriate opportunities to meet with teachers to discuss their children's achievements and progress. They, as well as the pupils, have an opportunity to respond to the end of year written report should they wish to do so. There are good arrangements with both the infant and secondary schools and detailed information on transfer is provided.

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

Grade 2: Good features and no important shortcomings

81. The inspection team agrees with the school's judgement of this key question.
82. Provision for social development is good. Opportunities to work collaboratively are provided across subject areas. Members of the School Council are very aware of their responsibilities as representatives of their classes. The many positive links with the local community are effective and contribute to pupils' learning and pupils participate in cultural activities within their community and support local charities.
83. Whole school assemblies of a Christian nature offer pupils a good opportunity to become aware of their own needs and those of others. Time for quiet reflection is built into all acts of collective worship.
84. The policy for personal and social education (PSE) closely follows national recommendations and provides pupils with a range of appropriate learning

- opportunities. External visitors, including the police community liaison officer and health professionals make a good contribution to the delivery of the programme. The school has identified the need to further develop the sex education aspect of the PSE programme. The school has been awarded the first phase of the Healthy Schools Award and has commenced the ECO schools initiative.
85. The curriculum is sufficiently broad and relevant and complies with legal requirements. Good quality policies and schemes of work for each subject help ensure continuity and progression. The quality of short term planning is variable.
 86. The mapping of the key skills is currently under development but they are identified in short term planning. The opportunities for speaking and listening are generally good and there are some examples of pupils writing in a range of genre in subjects such as history and geography. There are opportunities for the development of numeracy but not always at an appropriate level. The opportunities to develop ICT skills across the curriculum are limited.
 87. Pupils benefit from equal opportunities which enable them to contribute to a good range of extra-curricular activities which include soccer, baseball, hockey, cycling proficiency, choir and gymnastics. Pupils' learning experiences are enhanced by a programme of visits to places of interest within the locality.
 88. The school actively encourages parents to become involved in school life and to become partners in their children's education. They are kept well informed by regular and informative newsletters, a comprehensive prospectus, the annual report of the governing body and regular opportunities to discuss their children's work and progress. A useful home-school agreement is in place, which has been well received by parents. Parental involvement in family learning projects has benefited both pupils and parents. The school's partnership with the adjoining infant school is highly successful and the arrangements for the transfer of pupils are very effective as are the links with the receiving secondary school. Year 6 pupils are well prepared for secondary school and approach it with confidence.
 89. The school's provision for work-related education is good and has improved significantly since the last inspection when it was judged to be unsatisfactory. Productive partnerships have been forged with a range of local businesses which give pupils good insight into the world of work.
 90. Planning for pupils' bilingual skills and development of the Curriculum Cymreig are well promoted across a range of curricular areas. Increased use of bilingual signs, incidental Welsh within the school, the cultural concert and an annual Eisteddfod supported by the enthusiasm of the staff, have helped to promote the bilingual input within the school.
 91. Many practical examples of promoting sustainable development are visible around the school. Recycling and energy conservation are actively promoted
 92. Pupils' entrepreneurial skills are developing well. They have opportunities to take part in enterprise activities as they design, make and market goods for

sale and help to run the school's healthy eating tuck shop. Some pupils also have regular opportunities to develop their problem-solving skills and decision-making skills through their work on the school council.

93. Governors, staff and pupils work closely with local groups and agencies and the school is successfully laying the foundations for lifelong learning and community regeneration. National priorities are well reflected in the life and work of the school.

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

Grade 2: Good features and no important shortcomings

94. The inspection team agrees with the school's judgement of this key question.
95. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous. Teachers know their pupils well and there are good strategies to support pupils with behavioural difficulties. These include the use of the library area at lunch time with support to talk about issues and play games and an effective time out system where pupils sign in and out. Clear procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.
96. Parents are kept very well informed of the life and the work of the school with regular newsletters which have also updated parents on the recent discussions with the Local Authority relating to the planned future of the school. A range of information is provided for parents and carers, including an informative prospectus, reports on their child's progress and the Annual Governor's report to parents. From information gathered during the inspection process, parents and carers confirm the very supportive relationship that already exists between them and the school.
97. The partnership arrangements for the induction of new pupils from the infants' school are excellent, pupils share the same canteen and it is evident from discussion with pupils that they quickly settle in to the Junior school. Arrangements for transfer to the Secondary school are also very good with a special transition group recently set up to support those pupils in year 6 with additional needs or who feel less confident with new situations. Bridging units also ensure continuity in Maths and English.
98. Pupils benefit from an effective system of care and support. There is effective use of external agencies such as the behaviour support team, child and adolescent mental health service, education welfare officer, family learning team and school nurse. A Bully Box in each area has effectively supported pupils make their concerns known so that they can be dealt with effectively. A very caring ethos permeates the school.
99. Pupils' academic progress is carefully monitored and pupils are beginning to take a more active role in the targets set for them. Procedures such as learning target books and the constructive marking of pupil's work help guide

learners appropriately. Intervention strategies such as 'Catch Up' create opportunities to support individual and small groups according to their educational needs and help them reach their potential.

100. The school makes every effort to ensure the healthy development, safety and well being of pupils and is successful in establishing an environment where pupils feel secure and safe. Pupils recognise the benefits of a healthy diet and lifestyle, fresh fruit and chilled water are available to pupils during the school day. The school has a clear policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently by the headteacher, staff and the governing body.
101. The head teacher is the designated person with responsibility for child protection issues. All staff are aware that all issues should be directed to the head teacher or the Deputy in his absence. Training for all staff is due to be updated shortly. A named governor has been identified in relation to child protection. There is a comprehensive policy which details roles and responsibilities.
102. The provision for pupils with SEN is effectively managed by the SENCO. There are 41 pupils identified with SEN including 7 pupils with statements of their special educational needs. Three pupils with specific learning difficulties receive help from a specialist teacher. Literacy and behaviour are the main focus of the support provided but the SENCO has identified the need for specific support in Maths. RM maths is used effectively with a few younger pupils to provide some independent learning.
103. Effective use is made of standardised tests to identify pupils early and to track progress. Reading is assessed well through use of the Catch up programme for younger pupils but the same level of specific reading assessment is not carried out with older pupils.
104. Individual education plans (IEPs) are drawn up for children at school action plus and for pupils who have a statement. These are of a good quality. Targets are set for reading, spelling, number or behaviour and the majority are specific and measurable. IEP's are reviewed and updated on a regular basis.
105. Pupils with additional learning needs in year 3 who have been supported on the 'Catch Up' programme have made good progress in reading with some pupils making outstanding progress. Progress made during in-class support is variable and some pupils do not have the basic strategies of word building to write effectively without a great deal of help. There is some differentiation of work provided but little specific teaching of skills to move learning on.
106. The schools SEN policy is detailed and informative and complies with the regulations of the Code of Practice, as do the arrangements for managing the annual reviews. Pupils with SEN have equal access to extra curricular activities and to the curriculum in general
107. The headteacher and staff take appropriate account of pupils' social, ethnic, educational and linguistic backgrounds when planning and delivering support and guidance to pupils. The school's policies and procedures successfully promote gender equality and ensure stereotypical views are challenged.

108. The school makes all reasonable efforts to secure the equal treatment of disabled pupils. An accessibility plan is in place to demonstrate how staff will make improvements in access to the curriculum, physical access and the provision of information for disabled pupils. Shortcomings in the accommodation make physical access for disabled pupils difficult.

Leadership and management

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

Grade 2: Good features and no important shortcomings

109. The inspection team agrees with the school's judgement of this key question.
110. The school demonstrates a clear set of beliefs and shared values. All aspects of the day to day running of the school are efficient and effective and are underpinned by policies whose aims are understood by staff and governors.
111. The headteacher provides very good leadership. He has a clear sense of direction and demonstrates a capacity to reflect critically on school improvement initiatives. He leads with a 'democratic' style that is inclusive to all who work at the school. In the two years that he has been at the school there has been very good progress.
112. Staff with management responsibility clearly understand their job descriptions and are involved in a range of school improvement tasks. All teachers with curriculum responsibility are committed to improving standards. However, an evaluation of the explicit link between lesson organisation, teaching approaches and the impact on standards in individual subjects, is underdeveloped.
113. The school pays due regard to national priorities and its desire to improve standards in literacy and numeracy is central to all its strategic planning. Staff and pupils are committed to making a contribution to sustainable development and recycling. Statutory changes associated with workforce remodelling are in place and the deputy headteacher undertakes cover to provide preparation and assessment time for his colleagues.
114. The headteacher and curriculum leaders analyse the school's performance data and set realistic targets. This detailed analysis has great potential for the future and has already resulted in measurable improvement in standards and performance.
115. Statutory performance management procedures are well established and provide the necessary individual targets that support overall whole school initiatives as well as the development of individual members of staff.
116. The school has undergone a time of great uncertainty since the last inspection and the role of the governing body has been crucial during this period. They have managed to sustain great optimism about the future of the school. Their

motto is “business as usual” and they have successfully supported school improvement and the welfare of their pupils throughout the period.

117. The headteacher keeps governors well informed and they are fully involved in the life and work of the school. Much of their planning has had to be on a year to year basis but clear short-term objectives have collectively provided an effective strategic direction.
118. Individual governors assume specific responsibilities including links with subject areas and there are designated governors for SEN and child protection. The Chair and Vice Chair of Governors are very involved with the local community and provide an effective link with local events and initiatives.

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

Grade 2: Good features and no important shortcomings

119. The inspection team agrees with the school’s judgement of this key question.
120. The headteacher, governors and staff are committed to improving standards of achievement. All members of staff are involved in the self-evaluation process, with the views of governors, parents and pupils taken into account. The quality of policies, schemes of work and standards of achievement have all improved since the last inspection.
121. The self-evaluation report, produced by the school prior to inspection, is a very good document. It is comprehensive and clearly identifies the strengths of the school and areas for further development. The inspection team agrees with the judgements made in it for all seven key questions.
122. The School Development Plan (SDP) together with documents relating to data analysis and to an analysis of improvement initiatives since the last inspection, provides a clear evaluation of priorities for improvement. Most initiatives have of necessity been planned in the shorter term and set out relevant costings, timescales and responsibilities. A strength of the documentation is its overlap and consideration of Key Stage 1 issues and their impact on Key Stage 2.
123. The school has made very good progress since the last inspection. Despite numerous changes in leadership all key aspects highlighted in the last report demonstrate significant improvement.
124. Subject co-ordinators gather a variety of evidence including lesson observations, pupil interviews and the scrutiny of pupils work. They have enhanced the opportunities for pupils in all subject areas and provided an analysis of strengths and weakness. Further evaluation of the impact of initiatives and the effectiveness of teaching organisation on the standard of pupil achievement is an area for further development.
125. Governors receive detailed information on the standards achieved by pupils, on curriculum initiatives and other performance data. They are able to analyse

trends over time and use this information to set appropriate priorities for the school.

126. The school makes a good effort to seek the views of a range of different individuals and groups. Through the School Council, pupils have a formal opportunity to express their opinions. There are a number of examples of parental questionnaires being used to inform decisions and strong links with other schools and the community help to provide a wide spectrum of views and opinions.

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

Grade 2: Good features and no important shortcomings

127. The inspection team agrees with the school's judgement of this key question.
128. There is a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum. A good level of support staff makes a substantial contribution to pupil's learning, especially to maintaining good staff pupil ratios to support the management of behaviour. Their contribution to the quality of teaching is not fully developed.
129. The good support provided by the administrative officer, secretaries, mid-day supervisors, canteen staff and caretaker ensures that day to day management is smooth and efficient.
130. Responsibilities for subjects are fairly shared between members of staff and the roles of subject co-ordinator have developed effectively over the last two years. Monitoring and analysis of data are in the early stages of development but the use of "Book looks" has had an effect on sharing good practice and highlighting issues.
131. Significant investment in maintaining a high staff level due to the uncertainties of the future has impacted on the level of funding for purchasing additional curriculum resources. Priorities have been set and linked to the development plans of the school. There are adequate resources for the core and majority of foundation subjects. There is a limited number of computers for pupils to use during lessons.
132. The accommodation is spacious for the number of pupils on roll and is kept clean due to the vigilance of the caretaker and cleaners. Uncertainty about the future of the school has resulted in a lack of investment in the external and internal decoration and maintenance of the school buildings in recent years. This situation is improving and a rolling programme of decoration and maintenance is now being undertaken. In the long term the building presents many challenges no least in terms of access and equal opportunities.
133. Good use is made of the hall for assemblies and physical education and the canteen for lunchtime provision of meals. The library is not effectively used to raise the profile of reading or develop library and research skills, but is used as

a calm area at lunchtime for pupils who do not feel able to go out to play. This is effective in supporting good behaviour management.

134. There is a dedicated music room which is well equipped with musical instruments, and a withdrawal room for SEN which has a good range of learning games and programmes. Both are used effectively to enhance pupils learning. The two whiteboards in the library and SEN room are used insufficiently to support teaching and learning.
135. The school has adequate hard surfaced and grassed areas and makes good use of them to support the curriculum and provide play opportunities for pupils.
136. Pedestrian entrance to the school from the road is via a large number of steps or a steep driveway also used by vehicles. The school building is on two levels, with classrooms and other facilities on the second floor only accessible by stairs. This has accessibility implications for disabled pupils. The school is aware of this within the terms of the Disability Discrimination Act (2005) and recognises that considerable capital funding would be needed to make the required improvements.
137. Standards of cleanliness in classrooms and public areas are good. Displays in the entrance area and hall are of a good aesthetic standard and contribute to the ethos of the school. This is not consistent throughout the school in showing pupils how much their work is valued and celebrated.
138. There is a clear link between the priorities in the SDP and the allocation of resources. For example, all staff have received training in thinking skills and Welsh, this has raised the standards in these subject areas since the previous inspection.
139. The school's budget is carefully managed and monitored regularly by the headteacher, administrative officer and governors. Members of staff undertake a key role in the regular audit and identification of resource needs. There are established systems to ensure value for money when making purchases or contracting work.
140. The workforce agreement has been well implemented and there is effective use of time set aside in the school for teachers to plan, prepare and assess. All co-ordinators also receive dedicated time which is used effectively for monitoring or developments in each subject.
141. The school provides good value for money, particularly taking into account the difficulties in deciding upon medium term strategies that the school has faced.

Standards achieved in subjects and areas of learning

Welsh Second Language

Grade 2: Good features and no important shortcomings

Good features

142. Incidental Welsh is used effectively throughout the school and has a positive impact on pupils' oral skills. Pupils participate with enthusiasm and listen well to instructions and respond appropriately.
143. All Welsh lessons open with a session of 'hot seating' and pupils progressively use a range of questions and correct responses. They often answer in full sentences. This enables them to adapt sentence patterns and vocabulary to a range of different themes and to hold sustained conversations. Their pronunciation is generally good.
144. When discussing the weather, pupils in years 4 and 5 use connectives and vary the tense of the verb confidently. With support, year 6 pupils compose sentences orally in the past tense on the theme of holidays.
145. Year 3 pupils sing in Welsh confidently. They follow a text and are able to recall vocabulary previously taught. Pupils in years 4 and 5 read as a class with expression and respond to a range of questions about the story. They use dictionaries to enhance their vocabulary. Year 6 pupils read a dialogue about holidays with appropriate accuracy and intonation. Individuals read to others and some choose to read Welsh books during the guided reading sessions.
146. Pupils in year 3 write simple dialogues and express simple personal information. Year 4 pupils are beginning to compose sentences in the past tense. Towards the end of the key stage pupils have progressed to writing in the third person and in the past tense when discussing holidays.

Shortcomings

147. Although there are some good examples of free writing, independent writing is an area for development.

Mathematics

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

148. Pupils are able to make simple calculations using the four number operations and the more able are becoming competent at working with decimals, simple fractions, percentages and negative numbers. Older more able pupils are beginning to develop a knowledge and understanding of the relationship between fractions, decimals and percentages.

149. Pupils throughout the school have a good understanding of symmetry. They are able to identify lines of symmetry and know how to extend a shape to make it symmetrical.
150. Pupils are able to recognise two and three dimensional shapes. The older more able can calculate the area of simple shapes.
151. Older pupils are able to make calculations of measurement and weight using standard units. The more able use both the 12 and 24 hour clock effectively.
152. Pupils are able to represent problems by organising and interpreting numerical data in simple lists, tables and graphs. Older more able pupils are beginning to understand the mode, median and mean as measures of average.

Shortcomings

153. Pupils recall of number facts and use of mental strategies is sometimes slow and uncertain.
154. A significant number of pupils cannot make sensible estimations, they do not clearly understand the effect of the four number operations.
155. A significant minority of pupils, whilst able to recognise two and three dimensional shapes, confuse their properties. They are also uncertain about perimeter and area.
156. Pupil skills are underdeveloped in relation to the recording and interpreting of mathematical data using ICT.

English

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

Good Features

157. Standards in listening are very good throughout the key stage; most pupils listen attentively to their teacher's instructions and to the ideas of others. This is a real strength in the school. Pupils make good progress in speaking in groups and in class discussion, appropriate to their abilities and older pupils can express ideas logically.
158. Pupils write well for a range of audiences and in a range of styles, both formally and informally. They are able to write with a good use of vocabulary and with appropriate punctuation. Poems published in an anthology for Newport are imaginative with good use of metaphor and simile.
159. The majority of pupils make good progress in producing legible handwriting with good control over size and shape of letters.
160. Pupils in year 6 are able to use dictionaries and thesaurus well to identify the meaning of words and find more interesting alternatives.

161. Pupils are able to draft and re-write to improve style, impact and presentation. They use proof reading via prompt cards to self correct their work.
162. The majority of pupils read correctly with developing fluency and good understanding of the text. Pupils read fiction or non fiction daily in guided reading sessions. Year 6 pupils choose texts that interest them and the more able read fluently and with great interest in the literature of their choice.
163. Pupils with additional learning needs read well where they are taught specific strategies for word attack in years 3/4. Some pupils in year 3 have made very good progress in reading. Some more able older pupils read well with expression and intonation and are able to talk clearly about the texts they have read.

Shortcoming

164. More able pupils do not write at length and in a range of styles.
165. A minority of pupils do not consistently use word attack strategies when reading and spelling.

Design Technology

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

166. Pupils enthusiastically take part in design technology sessions. They are able to utilise experience from their everyday lives and relate it to the assignment they are undertaking
167. Pupils are appropriately aware of health and safety issues for example when working with food technology or when using conventional design technology tools.
168. All pupils undertake three assignments each year which involves them investigating the tasks before developing the design process. They are able to assemble, blend and join a range of materials and to produce simple evaluations of their product assignments.
169. Older more able pupils are developing an understanding of the importance of design technology in everyday life. They are beginning to understand the significance of attractive packaging and other marketing techniques.
170. Pupils work effectively in pairs and small teams when making design and making decisions. In best practice older pupils can justify their decisions taken on such things as decoration and presentation of a finished product.
171. Older pupils make good progress in their understanding of control, realising that input actions have identified output consequences. They are developing an increasing confidence in their understanding of control using ICT.

Shortcomings

172. Pupils' standards in recording design plans, assignment tasks and evaluations are inconsistent. They are often incomplete and lack progression as pupils move through the school.
173. Older pupils do not always understand the significance of the design and evaluate process of their work.
174. More able pupils' problem-solving and creative thinking skills are underdeveloped when they follow over-directed whole class design tasks.
175. Pupils' standards in design technology are underdeveloped because of a limited use of computers linked to the design and make process and because the level of numeracy is not always appropriate for the pupils ability.

Music

Grade 2: Good features and no important shortcomings

Good features

176. The quality of singing is good and pupils display enjoyment when they sing hymns in morning assembly. They sing accurately with good pitch, diction and dynamics and appropriate attention to breathing. Pupils in year 5 sing expressively paying good attention to tempo and rhythm. The choir capably sing two and three part rounds. They enjoy participating in community performances and the combined primary schools' carol concert.
177. Pupils in all year groups regard themselves as composers and demonstrate great confidence. They work very well collaboratively, experimenting with sounds and rhythms. Pupils in years 3 and 4 vary sounds, pitch and dynamics and write down their compositions using appropriate graphic notation. In year 5 pupils experiment with accented cross rhythms and year 6 pupils compose short ostinato patterns for phrases of a song. They have a sound understanding of rhythm and a steady beat and record notes using a pentatonic scale.
178. They recognise and name correctly a range of percussion instruments and demonstrate how to play and handle them correctly. They experiment with timbre, dynamics and texture using different beaters.
179. Their appraisal skills are developing well. They listen attentively to their own and other's compositions, which they record. They evaluate and appreciate each other's efforts and are developing an understanding of musical terms.
180. They listen to a limited range of compositions by Welsh composers and music from other cultures.
181. Pupils are offered instrumental tuition in woodwind, brass, violin and guitar. Occasional visits by instrumental groups enhance pupils' musical appreciation.

Shortcomings

182. Although pupils are introduced to a range of music their knowledge of famous composers is limited and they have too few opportunities to appraise their work.

Religious education

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

Good Features

183. Pupils have a good understanding of the significance of the bible in the Christian religion, they know it has two testaments including the four gospels and are able to talk about some of the stories such as Noah and the Ark and miracles such as the feeding of the five thousand.
184. Pupils have a good understanding of the major festivals of Christianity - Easter and Christmas and a few children were able to talk about Advent and Lent.
185. At lower key stage 2 pupils have a good understanding of symbolism in relation to Christian beliefs and are able to talk about and identify different symbols such as bread and wine in communion to represent Jesus' body and blood.
186. Older pupils are able to recall and express views on the creation from a Christian, Scientific and Muslim viewpoint, a few with good detail and conviction.
187. Pupils have a good understanding of the ten commandments in the Bible and are able to relate those as appropriate to their own lives.
188. By the end of the key stage most pupils have a good understanding of the main features of Islam and Judaism. They can discuss the significance of such things as pilgrimage.
189. The majority of pupils are able to talk about the differences between the Christian, Jewish and Islamic faiths in relation to the different places of worship, the way prayer is carried out and the holy books used. They know each has its own traditions and beliefs and that each deserves respect.

Shortcomings

190. A minority of pupils confuse the facts of 'different religions'. This has an adverse effect on their ability to understand the significance of religion in people's lives.

School's response to the inspection

The staff and governors of Millbrook Junior School have considered the outcomes of the inspection and are delighted that the findings acknowledge the significant progress that the school has made since its last inspection and that Millbrook is recognised as a "good" school. This is particularly gratifying in light of the difficulties that the school has had to face, in terms of frequent change of leadership and threat of closure, during the past five years.

We are grateful to the inspection team for the professionalism and courteousness with which it carried out its role. The school feels that the rigour of the inspection was both helpful and supportive to its existing self-evaluation procedures, confirming its own judgements in all seven key questions.

We are pleased that the judgements relating to standards of achievement and the quality of teaching indicate that the school has exceeded Welsh Assembly Government targets and that the quality of teaching has risen significantly since the school's last inspection. Recognition, by the inspection team, of the good working relationships seen in lessons and the effective care systems provided for the pupils by teaching and support staff is a particularly pleasing aspect of the report. We agree that the dedication and commitment of all staff and governors at the school have played a key role in raising standards of achievement. Recognition of the role that the acting headteacher has played in relation to leadership, in challenging circumstances, is both supportive and encouraging.

The acting headteacher, staff and governors will put into place an action plan to address the recommendations in the report. The report acknowledges that the school's self-evaluation process has already begun to impact upon standards, and we are confident that the refinements that need to be introduced can be put into place with immediate effect. Improvement in ICT provision, through the development of the use of wireless laptop computers, has already been built into the School's Development Plan. Standards in Mathematics and Design Technology will become key areas for the SDP across the Junior and Infants Schools, enhancing our already excellent cross-phase links.

If, as is hoped, a new Millbrook Primary School comes into existence in September 2007, these developments will contribute to the vision of the new leadership and management team.

A copy of the action plan will be sent to all parents and the governors' annual report to parents will report on the progress the school is making on the recommendations.

Appendix 1

Basic information about the school

Name of school	Millbrook Junior School
School type	Junior
Age-range of pupils	7 - 11
Address of school	Parret Road Bettws Newport
Postcode	NP20 7DQ
Telephone number	01633 855100

Headteacher	Mr David Owen, Acting Headteacher
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mr Ian Davies
Registered inspector	Mr Christopher Robert Palmer
Dates of inspection	13 th - 15 th June 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	-	-	-	34	33	32	39	138

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8		8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 05	-	-	90.4%
Autumn 05	-	-	92.4%
Spring 06	-	-	88.8%

Percentage of pupils entitled to free school meals	44%
Number of pupils excluded during 12 months prior to inspection	7

Appendix 3

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6					51
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	6	0	6	0	0	8	22	39	31	
		National	1	0	0	0	1	5	16	46	30	
Mathematics	Teacher assessment	School	0	0	0	0	0	10	22	47	22	
		National	0	0	0	0	1	3	17	46	31	
Science	Teacher assessment	School	0	0	0	0	0	8	14	43	35	
		National	0	0	0	0	0	1	11	50	37	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by Teacher Assessment	
In the school	67
In Wales	72

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

Appendix 4

Evidence base of the inspection

The inspection was carried out by a team of four inspectors over a period of 2½ days, in addition the headteacher acted as nominee to the inspection team and a peer assessor took a full part in the inspection.

Pre-inspection meetings were held with the headteacher, staff and governing body.

5 parents attended a pre-inspection meeting with three members of the inspection team.

35 parental questionnaires were returned, analysed and summarised.

A wide range of documentation submitted by the school was analysed and discussed, including the school self review report, school improvement plans, policies and schemes of work, assessment and planning documentation and communication with parents and the community.

Pupils were observed at play, lunchtime and after school, as well as during lesson time.

Inspectors attended acts of collective worship.

40 lessons or sessions were observed.

Inspectors talked with pupils about their work and wider school issues during lessons and on a more formally planned basis.

A wide range of pupils' written work, including the work of pupils with special educational needs, was examined.

Meetings were held with the headteacher, deputy headteacher and with the curriculum co-ordinators of the six subjects being judged by the inspection team and with an Education Adviser from Newport LEA. Interviews were also carried out with the schools administrative officer, a school governor and an education welfare officer.

Documents relating to financial management, budget figures, and attendance were discussed with the headteacher and the schools administrative officer.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr C R Palmer Registered Inspector	Context Summary and Recommendations Key Questions 1, 5, 6 Mathematics Design and Technology
Mrs Marian Thomas Team Inspector	Key Questions 2 and 3 Welsh Second Language Music
Mrs Sue Painter Team Inspector	Key Questions 4 and 7 English Language Religious Education
Mrs Janet Warr Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Diane Moverley	Peer Assessor

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Acknowledgement

The inspection team would like to thank the headteacher, staff, governors, pupils and parents for their willing co-operation and courtesy throughout the inspection.