

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

**Monnow Infant School
Darent Close
Bettws
Newport
NP20 7SQ**

School Number: 680/2045

Date of Inspection: March 7th-9th 2005

by

**Mrs Eleri Betts
(W248/17717)**

Date: April 28th 2005

Under Estyn contract number: T/157/04P

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Monnow Infant School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Monnow Infant School took place between March 7th and March 9th 2005. An independent team of inspectors, led by Mrs Eleri Betts 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

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.

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards of achievement	8
Key question 1: How well do learners achieve?	8
The quality of education and training	10
Key question 2: How effective are teaching, training and assessment?	10
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key question 4: How well are learners cared for, guided and supported?	13
Leadership and management	15
Key question 5: How effective are leadership and strategic management?	15
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key question 7: How efficient are leaders and managers in using resources?	16
Standards achieved in subjects and areas of learning	18
English	18
Mathematics	19
Welsh as a second language	20
Design and technology	21
Information technology	22
Geography	22
School's response to the inspection	24
Appendices	
A Basic information about the school	25
B School data and indicators	25
C National Curriculum assessments results	26
D Evidence base of the inspection	27
E Composition and responsibilities of the inspection team	28

List of abbreviations in this report in alphabetical order.

ACCAC	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (Qualifications Curriculum and Assessment Authority for Wales)
CoP	Code of Practice
EBP	Education Business Partnership
EWO	Education Welfare Officer
GB	Governing Body
ICT	Information Communication & Technology
IEP	Individual Educational Plan
INSET	In-service education and Training
KS	Key Stage
LEA	Local Education Authority
NC	National Curriculum
NQT	Newly Qualified Teacher
PSE	Personal & Social Education
SIP	School Improvement Plan
SEN	Special Educational Needs
SMT	School Management Team
SRC	Special Resource Centre
WAG	Welsh Assembly Government
Y	Year

Context

The nature of the provider

1. Monnow Infant School serves an economically and socially disadvantaged area of predominantly local authority housing on the outskirts of Newport. During the inspection there were 145 pupils aged four to seven on roll, a figure which is significantly less than the number at the school during the last inspection. The school has no nursery provision but houses a SRC for 10 pupils with SEN.
2. 54% of pupils are identified as being entitled to free school meals which is significantly above the local and national figures. 99% come from homes where English is the predominant language; there are no pupils who speak Welsh as a first language and 4% of the school's population are from ethnic groups. 43 pupils are registered as having SEN and a further 10 are statemented.
3. The school was last inspected in the summer term 1999.

The school's priorities and targets

4. The aims of the school are to:
 - provide a safe, secure, stimulating, well organised learning environment in which all pupils experience success;
 - ensure all children have access to a broad, balanced and relevant curriculum;
 - raise standards of behaviour, achievement and quality of learning to ensure a firm foundation from which children can develop skills necessary to become lifelong learners;
 - address all aspects of physical, intellectual and emotional development so that pupils can become independent learners, develop enquiring minds and the ability to reason and apply themselves to tasks with enthusiasm;
 - foster good working relationships between the school and its parents and carers so that this may benefit their children's education;
 - develop the basis for the way pupils conduct their lives in a multi-cultural society;
 - provide each child with the skills necessary for the next stages of their lives;
 - develop pupils' positive self-esteem.

5. The school's main priorities for 2004-2005 are to:
- continue to implement effective monitoring and evaluation of the work of the school;
 - improve writing throughout the key stage;
 - raise standards in reading throughout the key stage;
 - further develop the role of the link Governors;
 - improve the use of incidental Welsh;
 - develop structured play;
 - gain the Healthy Schools' Initiative Award;
 - develop awareness of multi-cultural, racial equality and diversity issues;
 - continue to improve ICT throughout the school;
 - continue to improve assessment strategies throughout the school;
 - continue to develop maths throughout the school;
 - continue to implement performance management systems.

Summary

6. Monnow Infant School is a caring, welcoming and orderly community where pupils feel happy and secure. The exceptional ethos has a very positive effect on pupils' self-esteem. The provision for pupils with SEN is outstanding.
7. The findings of the inspection team matched the school's judgement in the self-evaluation report in five of the seven key questions; for one key question they awarded the school a higher grade and in another awarded a lower grade.

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

Standards

8. Standards of achievement in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	86%	7%	-	-

9. Standards in the subjects of the NC inspected are as follows:

Subjects

Subject	Key Stage 1
English	2
Mathematics	2
Welsh second language	1
Design and technology	2
Information technology	3
Geography	2

10. Pupils' standards of achievement are well above WAG all-Wales targets for 2004 of 95% satisfactory (Grade 3) and 50% good.
11. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
12. Pupils with SEN both in mainstream and in the SRC make very good progress and achieve good standards.
13. Standards in key skills are good with no important shortcomings for children under five and are also good in KS1 in listening and speaking. In reading, writing, numeracy and ICT good features outweigh shortcomings; the inconsistent use of computers in classes by pupils affects standards. Standards in bilingualism are good with some outstanding features.
14. Teacher assessment results at the end of KS1 over the last three years are a little below the core subject indicator in contrast to local and national figures. In comparison with schools in the same free school meals group the school is in the third quartile in English and mathematics and in the second quartile in science. However, when the figures for the SRC are not included, the school is also in the second quartile for English and mathematics.
15. Pupils have an outstanding awareness of equal opportunities, as they observe this in practice daily. Inclusion is a prominent feature of school life; pupils of all abilities are valued.
16. Standards in creativity have some shortcomings. Although there are examples of pupils showing good examples of this in art and design and technology, individual creativity is restricted by a lack of provision for independent learning.

17. Pupils enjoy coming to school. The majority work hard, ask questions and sustain concentration for appropriate lengths of time. A few have difficulty listening and sitting still and, therefore, do not concentrate; their learning is adversely effected.
18. Behaviour is good and sometimes very good, both in lessons and in and around the school. Pupils are generally polite to each other and to adults. If they are not, they are very aware of the consequences that will follow as there are very good systems in place to both reward and discipline pupils.
19. Attendance levels are satisfactory with most absence being due to medical reasons. There is still some absence for non authorised reasons but the school vigilantly follows this up with telephone calls, letters and, if necessary, a home visit from the EWO.
20. Punctuality is satisfactory but there is still a few pupils who arrive late and this disturbs their class. Registration is taken twice a day and the school fully meets WAG circular 3/99 for attendance and registration.

The quality of education and training

21. The quality of teaching in lessons observed during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	51%	32%	-	-

22. In lessons judged to be good with outstanding features, the delivery of well structured lessons is energetic with content well matched to learning objectives, differentiation matched to pupils' ability and preferred learning style and a very effective use of a wide range of imaginative resources, which engage and motivate pupils.
23. In lessons where there are shortcomings, there is an inappropriate pace and lack of structure to lessons and too long a period of time for pupils on the carpet, which leads to restlessness; there is also too much whole class teaching, an over-reliance on teacher directed activities and ineffective use of ICT.
24. The quality of assessment is good with no important shortcomings Teachers' records of pupils' ongoing daily progress are used effectively in core subjects but are not yet developed across the school for key skills and foundation subjects. Teachers keep a variety of records for recording the daily progress of pupils in line with LEA policy. There are examples of very good practice, for instance in target setting and the use of class learning diaries, which involve pupils effectively in their own self-assessment.
25. Baseline assessments for children in reception classes are carried out appropriately and the school ensures that parents of children with SEN are fully

involved in their child's special education. Annual reports to parents conform fully with statutory requirements.

26. The school provides equal access for all pupils, irrespective of social background, gender, ethnicity and SEN.
27. The curriculum for children under five although based appropriately on the Desirable Outcomes for Children's Learning lacks sufficient provision for structured play; consequently creative development and to a larger extent physical development are restricted. Schemes of work in all NC subjects are updated. However, provision for structured activities which would allow children under five and pupils across the key stage to find things out for themselves is limited.
28. Key skills to be addressed are noted in planning but rarely included as part of the learning outcomes.
29. Pupils' spiritual, moral and cultural development is good and often outstanding and their social skills are good. Provision for the cwricwlwm Cymreig is an outstanding feature and pupils' awareness and understanding of the diversity of the world are good. The school has responded well to ACCAC's recommendations for PSE. Provision for extra- curricular activities is good.
30. The school has some very effective links with parents but there are, however, omissions in the parental handbook and the governors' annual report to parents and there is no home/school agreement, which breaches statutory regulations. The school has very close links with the local community and other schools within it. Links with local businesses and industries are a valuable part of the school's provision with many local firms giving generously to support the school. Pupils also have good opportunities to take part in projects arranged through the local EBP.
31. The quality of the care, support and guidance offered to learners is consistently good with outstanding features. Support for pupils' with SEN is exemplary; in the SRC it is of a particularly high standard
32. Detailed policies and procedures, which include risk assessments and an accessibility audit, are effective in promoting health and safety. The child protection policy and procedures are clear.

Leadership and management

33. The school has operated very efficiently during difficult times resulting from a change of leadership and plans for amalgamation. The SMT has recently taken on and developed many new initiatives.
34. Curriculum co-ordinators generally have a good understanding of their roles but co-ordination roles are sometimes difficult to fulfil for those who are part-time.

35. Teachers undertake a good range of INSET, which is linked clearly to their responsibilities and impacts on provision and the raising of standards.
36. The SIP is a very effective document. The GB is very supportive of the school. Whereas members visit the school often, are eager to see the school succeed and provide an outstanding link with the community, their role in curriculum matters and overseeing legal requirements is less developed.
37. The self-evaluation report is detailed and addresses a comprehensive range of issues. The SMT co-operated effectively in producing the self-evaluation document which shows clear links to the current SIP.
38. Progress made in addressing most key issues in the last inspection has been good although a few issues are currently evolving further. Because of the number of jobs shared, a monitoring programme is difficult and the school is looking at ways of establishing this further.
39. All staff, including administrative support and lunchtime supervisors, work very effectively as a team, and contribute to the outstanding ethos and smooth running of the school.
40. The inside of the accommodation provides a welcoming and stimulating learning environment; accommodation is generally used appropriately. Spare classrooms have been resourced to provide additional teaching areas. However, the use of these classrooms has yet to be fully exploited.
41. Resources for teaching and learning for all subjects are appropriate. Computers are available in each class but are unreliable and limited in number and the interactive whiteboard is shared between some classes.
42. The outside of the school is dilapidated and the paintwork is in a poor state of repair although the extension was painted a few years ago in accordance with the LEA rolling programme. The playground and school grounds are uninspiring and lack stimulation. However, the caretaker and cleaners take very good care of the school and work diligently to keep it free from litter and graffiti. The site is safe and secure.
43. The school provides good value for money.

Recommendations

In order to move the school forward the staff and GB need to:

- R1 ensure that pupils use computers regularly in order to raise standards in information technology;
- R2 further develop the planning and provision for key skills;
- R3 allow pupils more opportunities to learn for themselves and to make their own choices and decisions, in order to become more independent learners;
- R4 further develop consistent whole school systems for assessment;
- R5 continue to develop the monitoring of standards and the quality of teaching and learning across the key stage;
- R6 ensure that the home-school agreement, prospectus and annual GB report to parents meet legal requirements and continue to develop the GB's involvement in curriculum matters and the self-evaluation process.

Recommendations 1,2,3,4,5 are identified as priorities in the current SIP.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

44. The findings of the inspection team match the school's judgement in its self-evaluation report.
45. Standards of achievement in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	86%	7%	-	-

46. Standards in the subjects of the NC inspected are as follows:

Subject	Key Stage 1
English	2
Mathematics	2
Welsh second language	1
Design and technology	2
Information technology	3
Geography	2

47. Pupils' standards of achievement are well above WAG all-Wales targets for 2004 of 95% satisfactory (Grade 3) and 50% good.
48. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
49. Pupils with SEN both in mainstream and in the SRC make very good progress and achieve good standards.
50. Standards in key skills are good with no important shortcomings for children under five and are also good in KS1 in listening and speaking; circle time and the use of positive behaviour strategies impact successfully on these skills. In reading, writing, numeracy and ICT good features outweigh shortcomings; the inconsistent use of computers in classes by pupils affects standards.
51. Teacher assessment results at the end of KS1 over the last three years are a little below the core subject indicator in contrast to local and national figures. In comparison with schools in the same free school meals group, the school is in the third quartile in English and mathematics and in the second quartile in science. However when the figures for the SRC are not included the school is also in the second quartile for English and mathematics. Generally, fewer pupils achieve a level three in these subjects than in science. Following

targeted support, standards in the 2004 teacher assessment results for pupils with SEN showed a marked improvement. In the last three years there have been no significant differences in the performance of boys and girls in reading. In writing, however boys achieve a little lower than girls, while in mathematics and science they achieve higher results.

52. Standards in bilingualism are good with some outstanding features. The use of both Welsh and English side by side in classes and whenever pupils assemble as a school community is outstanding and impacts on standards. Pupils sing their bilingual school song, recite prayers in both languages and use Welsh comfortably and often voluntarily on a daily basis.
53. When learning outcomes are shared effectively with pupils, they fully understand what is expected of them and the majority fulfil their potential and know how they are progressing.
54. Pupils have an outstanding awareness of equal opportunities as they observe this in practice daily. Inclusion is a prominent feature of school life; pupils of all abilities are valued. Circle time discussions reinforce the need for fair play and taking turns. Pupils also understand through school initiatives that they must help people who are more needy than themselves.
55. Standards in creativity have some shortcomings. Although there are examples of pupils showing good examples of this in art and design and technology, individual creativity is restricted by a lack of provision for independent learning. Insufficient opportunities for pupils to solve problems for themselves impede standards.
56. Pupils enjoy coming to school and, as a result they are keen to please and have good attitudes to learning. The majority work hard, ask questions and sustain concentration for appropriate lengths of time. A few have difficulty listening and sitting still and therefore do not concentrate; their learning is adversely affected.
57. Pupils are very aware of the school rules and the expectation that they behave properly. As a result behaviour is good and sometimes very good, both in lessons and in and around the school. Pupils are generally polite to each other and to adults. If they are not, they are very aware of the consequences that will follow as there are very good systems in place to both reward and to discipline the pupils.
58. Attendance levels are satisfactory with most absence being due to medical reasons. Some families withdraw their children for holidays in term time, but mostly they do obtain the head's permission and none over the last year has exceeded the statutory 10 day allowance. There is still some absence for non-authorized reasons, but the school vigilantly follows this up with telephone calls, letters and, if necessary, a home visit from the EWO.
59. Punctuality is satisfactory but there is still a few pupils who arrive late and this disturbs their class.

60. Registration is taken twice a day and the school fully meets WAG circular 3/99 for attendance and registration.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

61. The findings of the inspection team match the school’s judgement in its self-evaluation report.

62. In lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	51%	32%	-	-

63. In lessons judged to be good with outstanding features sessions displayed:

- a good structure and energetic delivery with content well matched to lesson objectives;
- very effective differentiation matched to pupils’ ability and preferred learning styles with opportunities for them to communicate their ideas in many different ways;
- very effective use of a wide range of imaginative resources which engage and motivate pupils;
- good role modelling of language by teachers.

64. In lessons judged to be good with no important shortcomings good features include:

- an appropriate balance of time between introduction to lessons, group activities and a plenary session at the end;
- a broad range of strategies which provide pupils with the opportunity to participate actively;
- effective use of ICT in teaching, such as the interactive whiteboard, when used both as a stimulus for discussion and to encourage pupil participation;
- questioning which is effective and focused and allows time for pupils to think before responding;

65. In lessons where there are shortcomings, there is:

- an inappropriate pace and lack of structure to the lesson;
- too long a period of time for pupils on the carpet, which leads to restlessness;
- too much whole class teaching and an over-reliance on teacher directed activities;
- ineffective use of ICT.

66. All teaching staff foster very good working relationships and have high expectations of pupils.
67. The quality of assessment is good with no important shortcomings. Progress has been made through making records more manageable, useful and systematic. The introduction of a tracking sheet provides data, which is passed on to the next class or phase of education. Marking is linked to the objectives for each lesson although this is at an early stage of development.
68. Teachers' records of pupils' ongoing daily progress are used effectively in core subjects but are not yet developed across the school for key skills and foundation subjects.
69. Teachers keep a variety of records for recording the daily progress of pupils in line with LEA policy. Pupils' progress is monitored and used to set targets which pupils work on in class. There are examples of very good practice, for instance in target setting and the use of class learning diaries, which involve pupils effectively in their own self-assessment This is not as effective in all classes.
70. Baseline assessments for children in reception are carried out appropriately and the school ensures that parents of children with SEN are fully involved in their child's special education and the school has devised, in consultation with parents, a very good system for communicating IEP targets and progress.
71. Annual reports to parents conform fully with statutory requirements; however, the recent introduction of an electronic report system is not fully developed. Comments for core subjects are very detailed and helpful to parents but those related to foundation subjects are descriptive and do not provide a clear indication of their child's progress.

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

Grade 3: Good features outweigh shortcomings

72. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report in that the school judged this key question as a Grade 2.
73. The school provides equal access for all pupils, irrespective of social background, gender, ethnicity and SEN.
74. The curriculums for children under five, although based appropriately on the Desirable Outcomes for Children's Learning, lacks sufficient provision for structured play and consequently creative development and to a larger extent physical development are restricted. Schemes of work in all NC subjects are updated. However, provision for structured activities, which would allow pupils to find things out for themselves, is limited.

75. Subject documentation is reviewed regularly in line with the SIP. Short term plans identify clear learning outcomes and show that lessons are well structured. Generally and where appropriate, differentiation and assessment opportunities are identified.
76. Differentiation provided for pupils with SEN is of a very high quality. The Reading Recovery sessions for a limited number of pupils enables them to gain full access to other curriculum areas. The curriculum provision for pupils in the SRC is outstanding.
77. Key skills to be addressed are noted in planning, but are rarely included as part of the learning outcomes. No audit has been made of provision for these in schemes of work or of the overall curriculum to ensure compliance, consistency and progression. The provision for ICT, in particular, is not mapped out.
78. Provision for extra-curriculum activities is good; Welsh folk dancing sessions, for example, held during lunch time are enjoyed by both boys and girls. Visits to the community enrich the curriculum; for example through a visit to a local museum, pupils further their understanding of a typical wash day during the last century. Many visitors to school provide valuable insights for example, to birds of prey and musical instruments.
79. Many visitors from the community such as the local librarian, help pupils understand the world of work and services that are important to their community. Y1 pupils write their own job applications for the posts of milk and pencil-sharpening monitors.
80. Pupils' spiritual, moral and cultural development is good and often outstanding. Collective worship sessions are uplifting experiences where pupils are provided with opportunities to reflect on issues such as friendship. When taking part in a class assembly they show delight and pride in their effort, while gaining the respect of their peers. Moral values are successfully presented both through class procedures and moral lessons discussed in collective worship. Although pupils have limited opportunities to work in groups, they respond well to the monitor duties they undertake and develop good social skills.
81. Provision for the cwricwlwm Cymreig is an outstanding feature. Using their own community as a starting point, pupils have a very good awareness of what Welshness means to them. They extend their understanding further as they learn about famous Welsh singers such as Bryn Terfel and emulate the styles of painters such as Kyffin Williams and Gwen and Augustus John.
82. Pupils' awareness and understanding of the diversity of the world are good. Their work in geography and religious education provides a sound basis for appreciating diversity and an understanding of global citizenship. Art work connected with the Chinese New Year and African art styles and a school initiative for collecting for the Tsunami appeal enrich their understanding.

83. The school has responded appropriately to ACCAC's recommendations for PSE. Although the school's provision for sustainable development is at an early stage of development, many recent initiatives such as recycling paper and saving on water and lighting are raising awareness. Through its curriculum the school is introducing matters linked to healthy living; regular Circle time provision effectively allows pupils to share their feelings with others.
84. The school has some very effective links with parents and is very aware of the importance of parental involvement. Parents are regularly kept informed about the life and work of the school and have good opportunities to talk to teachers privately about their child's academic and personal progress. Many parents and members of the community help in school, for example with reading, which makes a significant contribution to learning. The school also helps parents by arranging group training sessions on aspects of child care. There are however, omissions in the parental handbook and the governors' annual report to parents and there is no home/school agreement, which breaches statutory regulations. Parents are happy with homework tasks that concentrate mainly on developing pupils' reading skills.
85. The school has a very close link with the local community, and with other schools within it. It works well with the cluster group of primary schools on a number of curriculum projects.
86. Links with local businesses and industries are a valuable part of the school's provision with many local firms giving generously to support the school. Pupils also have good opportunities to take part in projects arranged through the local EBP.

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

Grade 1: Good with outstanding features
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87. The findings of the inspection team differed from the school's judgement in its self-evaluation report in that the school awarded this key question a Grade 2.
88. The quality of the care, support and guidance offered to learners is consistently good with outstanding features. Pupils have very good relationships with staff. Support systems are of a very high quality.
89. Support for pupils' with SEN is exemplary, with outstanding practices in identification and provision. This is an inclusive school, which actively promotes equality of opportunity and it is outstanding in its efforts to ensure that pupils' individual needs are met; the school targets underachievement and responds well to diversity.

90. The school is a community with a warm, caring ethos. Pupils enjoy coming to school and feel that they can share any problems with teachers. They know procedures if they are hurt at playtime and trained staff deals with children with medical needs.
91. Liaison with LEA support services, education and health professionals and key personnel such as the police liaison officer and the school nurse is outstanding. External support services respond promptly and work very effectively with the school. In conjunction with the LEA, the school provides outstanding support for pupils' ethnic and linguistic needs. Pupils also support each other through a 'buddy' system.
92. The school's partnership with parents and carers contributes very effectively to the quality of support and guidance. Parents' views are taken into account in refining SEN procedures.
93. Induction programmes and liaison with nursery and junior schools are developing well. There are good links between the SRC and special schools and this contributes effectively to the school's policy for inclusion. Procedures are in place to monitor pupils' attendance and punctuality.
94. Detailed policies and procedures, which include risk assessments and an accessibility audit, are effective in promoting health and safety. Policies and procedures for fire drills, equal opportunities and racial diversity have been established and staff awareness training contributes to their effectiveness. The school provides a safe and secure environment.
95. The child protection policy and procedures outline responsibilities and identify three senior staff that have had specific training and are the nominated persons, led by the head.
96. Positive behaviour management and assertive discipline are embedded in the life of the school and anger management training has been provided.
97. The provision for the 43 pupils with SEN, including 10 statemented pupils, is outstanding and fully meets the requirements of the COP. Class teachers identify appropriate targets in their IEPs and these pupils receive excellent support in class and from support teachers in withdrawal sessions. A notable feature of the school is the support in reading with appropriately trained staff.
98. An outstanding feature is the provision for statemented pupils in the SRC. The support provided for these pupils is of a particularly high standard. They are also included in the life of the school and participate in assemblies and for some mainstream sessions, appropriate to their needs.
99. Pupils' self-esteem and awareness of others are promoted very effectively. The recent introduction of persona dolls has enhanced pupils' understanding of racial harmony and demonstrated their ability to care for and respect others. Pupils are provided with opportunities to care for people in the community and the wider world.

Leadership and management

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team match the school's judgement in its self-evaluation report
101. The aims and objectives of the school, which are shared by all adults who contribute to its daily life, are centred around the well-being of the pupils.
102. The school has operated very efficiently during difficult times resulting from a change of leadership and plans for amalgamation. The SMT have recently taken on and developed many new initiatives during this period; these have impacted positively on standards and provision.
103. The school day proceeds very efficiently and little time is wasted except for the initial period in the morning when a few pupils arrive late and delay the start. The acting head is instrumental in ensuring that this is an orderly and very efficient community.
104. A comprehensive and effective range of policies provide clear guidance on aspects of management.
105. Curriculum co-ordinators generally have a good understanding of their role. Although many teaching jobs are shared this aspect is managed well. However, co-ordination roles are sometimes difficult to fulfil for those who are part-time. Communication between staff is good and care is taken to ensure that all part time teachers know what is happening.
106. All staff have updated job descriptions. Staff meetings are held regularly; the agenda and discussions are recorded. Classroom procedures are discussed enabling whole school and class consistencies.
107. Teachers undertake a good range of INSET which is linked clearly to their responsibilities. This impacts on provision and is instrumental in raising standards; for instance, teachers' subject knowledge of Welsh has developed very well as a result of valuable input by the LEA. Performance management targets are linked appropriately to INSET opportunities.
108. The SIP is a very effective document, which clearly identifies the school's priorities for the next three years. It is clearly linked to spending and keeps the school within its budget.
109. The GB is very supportive of the school. Whereas members visit the school often, are eager to see the school succeed and provide an outstanding link with the community, their role in curriculum matters and overseeing legal requirements is less developed.

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

Grade 2: Good features and no important shortcomings

- 110. The findings of the inspection team match the school's judgement in its self-evaluation report.
- 111. The self-evaluation report is detailed and addresses a comprehensive range of issues; evidence provided is based on data. It shows that the school pays close attention to its performance in relation to other schools and tries to find solutions in order to improve.
- 112. The findings of the inspection team matched the school's judgement in the self-evaluation report in five of the seven key questions; for one key question they awarded the school a higher grade and in another awarded a lower grade.
- 113. The SMT co-operated effectively in producing the self-evaluation document. It shows clear links to the current SIP.
- 114. An action plan following the last inspection addressed the key issues effectively. Progress made in addressing most key issues has been good, although a few issues are currently evolving further.
- 115. Aspects of the curriculum have been monitored by curriculum co-ordinators and the head is currently monitoring writing. Subjects are evaluated and targets set in the SIP. Because of the number of jobs shared, a monitoring programme is difficult and the school is looking at ways of developing this further. Parental surveys have taken place recently when parents have been invited to give their opinions on a range of school issues.
- 116. The GB is aware of the school's strengths and weaknesses. Reports by the acting head ensure that members are well informed and their role in the self-evaluation process is beginning to develop.

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

Grade 2: Good features and no important shortcomings

- 117. The findings of the inspection team match the school's judgement in its self-evaluation report.
- 118. The school is making appropriate use of funding through investing in and prioritising human resources. This reduces class sizes and ensures a good ratio of adults to learners. All staff, including administrative support and lunchtime supervisors, work very effectively as a team and contribute to the outstanding ethos and smooth running of the school.

119. Roles and responsibilities of support staff are clearly understood. The deployment and management of teaching and support staff is outstanding and this impacts positively on the quality of learning and pupils' progress. A Numeracy Recovery programme is run effectively by a member of support staff.
120. All staff are appropriately qualified and responsibilities are well matched to experience and qualifications, supplemented very effectively by appropriate INSET, which is shared and disseminated. Three teachers who job share liaise effectively to ensure progression and continuity for learners.
121. A senior member of staff mentors a NQT and there are appropriate arrangements for mentoring students on school experience.
122. The inside of the accommodation provides a welcoming and stimulating learning environment. Displays are outstanding and reflect the breadth and quality of the life and work of the school.
123. Accommodation provides a suitable setting and is generally used appropriately. Year group classes are clustered together and all have integral toilet facilities and direct access to the playground. This adds to the efficient running of the school and facilitates the sharing of resources and good standards of behaviour. Direct access into classes also facilitates daily communication with parents.
124. Spare classrooms have been resourced to provide additional teaching areas for language and numeracy, structured play and use of the interactive whiteboard. However, the potential of these classrooms has yet to be fully exploited.
125. The shared area outside the classrooms provides a pleasant seating area and access to reading books, although some of the books are old and library facilities are limited. This area is used effectively for withdrawal groups for pupils with additional needs and for group work supported by nursery nurses for children under five. However, access to these areas to develop independent learning is limited.
126. The secure area for the SRC is used effectively for structured play. There is no secure outdoor play area for the under-fives and children's physical development is hindered because of the lack of constant access to large equipment and constructive outdoor play provision.
127. Resources for teaching and learning for all subjects are appropriate. Computers are available in each class but are unreliable and limited in number and the interactive whiteboard is shared between a few classes.
128. The outside of the school is dilapidated and the paintwork is in a poor state of repair although the extension was painted a few years ago in accordance with the LEA rolling programme. The playground and school grounds are uninspiring and lack stimulation. However, the caretaker and cleaners take

very good care of the school and work diligently to keep it free from litter and graffiti. The site is safe and secure.

129. The budget is matched to agreed priorities in the SIP and limited funds are used effectively and efficiently.

130. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

Grade 2: Good features and no important shortcomings

Good features

131. Pupils across the key stage listen and speak well during their literacy sessions. They listen eagerly to a story and often enthuse about its content. They use descriptive vocabulary and connecting words appropriately when speaking to recall information from text and their opinions about a story. They use appropriate language when discussing with their peers and speak clearly when acting out a story.

132. Pupils in Y1 and Y2 make good progress in reading. They have a good understanding of the terminology of books and understand what they read. They try to show the meaning of the text in their voices when reading aloud. They break down words well and, when reading, can identify words that rhyme; they provide alternative words for the ones they read. They begin to understand the difference between information books and stories and that a story has a beginning, middle and an end.

133. Younger pupils can place words correctly in sentences so that they make sense, while older pupils can arrange sentences from a text in the right order. Pupils across the key stage develop a good knowledge of the rules and conventions of writing and pay consistently good attention to basic elements like capital letters and full stops when writing.

134. Pupils understand that they have to write in different forms for various tasks and use appropriate language. When describing events and people they try hard to use effective adjectives. In other kinds of writing they use concise phrases to give instructions and make lists. They use the correct format for a letter and write effective acrostic poems about a dragon.

135. Pupils' spelling develops well. They learn and remember families of spelling and use word banks effectively to improve their understanding. They work well to formulate letters in their handwriting books.

Shortcomings

136. There are no important shortcomings but handwriting skills and the presentation of work of a minority of pupils are underdeveloped.

Mathematics

Grade 2: Good features and no important shortcomings

Good features

137. Pupils accurately read, write and order whole numbers to at least 100 and understand the place value of each digit. Using a hundred square they can count forwards and backwards to 100 and in twos. They know the difference between odd and even numbers and recognise and use zero.
138. Pupils sort and match number bonds of 10 and 100. They count in tens to 100, fives to 100 and recognise number patterns.
139. Pupils apply their knowledge of subtraction and recognise that taking away is moving back on a number line. They can follow instructions for moving on a straight line along a route. They recognise and use the language of movement such as forwards, backwards, left and right and can apply their knowledge to solve problems.
140. Pupils are able confidently to use mental recall of addition facts, add and subtract whole numbers and understand the concept of less than and more than. They can extend this to ten more and ten less than.
141. Pupils begin to understand the concept of multiplication and that this can be described as rows in an array. They also recognise that multiplication is repeated addition and know multiplication vocabulary, symbols and facts.
142. Pupils in Y2 can identify and describe common shapes by their properties; for example they can define a rectangle as a shape with two short and two long sides with four angles that are right angles.
143. Pupils use and understand the concept of size and order. Older pupils measure using standard measures and can draw and measure lines in centimetres.
144. Pupils develop an understanding of months, seasons and days of the week; older pupils tell the time using hours, half-hour and quarter-hour units.
145. Pupils in Y1 and Y2 apply their mathematical knowledge and skills to investigate and solve problems. Older pupils are able to record their estimates on a tally chart and check measurements using non-standard measures. They are able to compare quantities and objects.

Shortcomings

146. There are no discernible shortcomings.

Welsh second language

Grade 1: Good with outstanding features
--

Good and outstanding features

147. Pupils' positive attitudes toward learning Welsh is an outstanding feature which impacts greatly on the standards they achieve.
148. Pupils enunciate Welsh well as they answer and ask questions individually and recite poems and phrases from books together. They listen well to language videos and recorded dialogues and understand what is said.
149. Pupils' recall of previously learnt vocabulary and phrases is outstanding as is their ability to use these in new contexts and combinations.
150. Younger pupils have a sound knowledge of colours and numbers. They can offer a range of words in response to a game 'What's in the box.?' They use a wide variety of appropriate greetings and respond correctly to a range of commands.
151. Younger pupils' vocabulary enables them to discuss the weather and describe the appropriate clothes to be worn. In Y1 pupils have a good knowledge of the words they need to talk about foods they like or dislike and in Y2 they can talk about members of the family.
152. Pupils across the key stage can use a range of questions confidently and know the accurate forms of responses.
153. Pupils sing a range of songs including the school song and recite a lunch time and end of school prayer in Welsh correctly.
154. Pupils read Welsh books successfully; they understand what they read and can substitute words to change the meanings of the text.
155. Pupils consolidate their speaking skills well in written tasks; they create lists, Easter cards and simple letters to Sion Corn.

Shortcomings

156. There are no discernible shortcoming.

Design and Technology

Grade 2: Good features and no important shortcomings

Good features

157. Pupils across the key stage have a good understanding of health and safety rules related to the subject. They collaborate sensibly and safely.
158. Across the key stage pupils have a sound awareness of the planning stage. They understand that this involves choices and decisions. They take care when making the product to produce objects of good quality. They make sensible comments when recording their evaluations and good suggestions for improving their work.
159. In Y1 pupils give sensible suggestions about the suitability of various materials for making a place mat before using their weaving skills to produce one; they discuss the effectiveness of laminating the finished product.
160. Pupils in Y1 listen to a range of instruments and specify the material they need to make ones that can produce high and low sounds. The end products are effective, pupils record the steps they take to make them effectively and explain clearly what changes they would make.
161. Pupils in Y1 work effectively when looking at a range of pizzas in a supermarket before listing the ingredients they need and designing them in different shapes.
162. Pupils in Y2 mould clay successfully when making clay pots. They design and produce attractive pop up cards and a range of fairground rides; they measure accurately, can name the tools they need and list their strengths and weaknesses.
163. Pupils across the key stage regularly use construction kits. They extend their understanding of three dimension when choosing what emergency vehicles they want to make; they design them sensibly using appropriate materials for the vehicles including the wheels.

Shortcomings

164. There are no discernible shortcomings.

Information Technology

Grade 3: Good features outweigh shortcomings

Good features

165. Pupils become familiar with the computer and can name the mouse, monitor, and keyboard. They become more confident in using the mouse, in line with the development of their fine motor skills.
166. Pupils are able to write their names on the computer, finding the letters and using the caps lock and space bar; they become familiar with capital and lower case letters. Older ones are able to type their addresses.
167. Younger pupils draw lines and dots and use the mouse to make marks. They collect and begin to organise data to make a pictogram.
168. Use of the digital microscope and camera develops their observational skills.
169. Pupils begin to explore, with adult support, multimedia programmes to discuss and interpret pictures from the internet.
170. Pupils generally use a variety of programmes to write stories; older ones use the straight line and geometric shapes to create a picture using a paint program.
171. Pupils are able to use the interactive whiteboard and begin to understand, with adult support, how to put together a PowerPoint presentation. They make suggestions for text and read information on screen together.

Shortcomings

172. Pupils in Y2 are not yet fully competent and confident in using the computer, as they do not always use it to achieve a specific outcome; very few pupils were seen using computers during the inspection.

Geography

Grade 2: Good features and no important shortcoming.

Good features

173. Pupils develop a secure knowledge of their own environment and are aware that they are part of a wider world.
174. Younger pupils begin to look at their immediate environment and can name some of its physical features. They suggest ways in which the school grounds could be improved.

175. Pupils develop their mapping skills and can draw a plan and know how to interpret their models of the school grounds. They can map out their way to school.
176. Pupils recognise seasonal changes and how these can be represented on their model. They develop a good understanding of the use of symbols on flags.
177. Pupils know the basic services in their locality and visit the library. They understand how people can contribute to their community and how they can look after their environment.
178. Pupils know different forms of transport in the Newport area and can recognise some of the significant landmarks including the clock and transporter bridge. They recognise how Newport has developed over time. They understand what is meant by a capital city and that Cardiff is the capital of Wales.
179. Pupils can name many different countries and recall facts in particular about Jamaica. They can identify some of the differences between Jamaica and Wales and record the information in a leaflet. They discuss what they have learned about the Caribbean and can describe a number of features, naming island, sea, beaches, mountains, rivers and forests. They also know that the climate is hot and wet all year round. They show an interest in geographical enquiry and older ones undertake their own research, giving reasons for some of the features. They know the different types of food eaten in Jamaica. They make comparisons with their own homes and lifestyle and give reasons for the differences.

Shortcomings

180. There are no discernible shortcomings.

School's response to the inspection

The Inspection team findings recognise that we have maintained high standards since our last inspection and improved standards in subjects such as Welsh, the cwricwlwm Cymreig and design and technology. We are pleased that the inspectors found that pupils' attitudes to school, their behaviour, politeness and concentration levels are generally good and that their awareness of respect for everyone in the school family is an outstanding feature. In addition the care and support systems we have in place that underpin our curricular provision are recognised as being consistently good with many outstanding features.

The skill and dedication of teachers and the care and talent of support staff including mid day supervisors, are duly acknowledged as working very effectively as a team contributing to the outstanding ethos and smooth running of the school during difficult times, resulting from a change of leadership and plans for amalgamation.

Most importantly the Inspection Report makes clear the elements that make our school what it is. In particular the report confirms that we are achieving our aim of making the school a safe, happy, secure, stimulating, well organised, learning environment in which all pupils experience success and develop the skills necessary to become lifelong learners.

An action plan will be put in place to address the recommendations in the report. Further developing our planning and provision for key skills and further developing consistent whole school systems for assessment, are aspects we believe we can confidently address. Staff and governors have already addressed the breaches in statutory regulations identified by inspectors in the report.

Where it is possible to do so, staff and governors will address the recommendations before the end of the school year. As the inspectors noted, five out of the six recommendations are already identified as priorities in the current School Improvement Plan.

Raising pupils' awareness of achievement in ICT is identified as a major priority for us in our current School Improvement Plan. In addition we will provide more opportunities for staff to improve their knowledge of the foundation stage so that they can encourage pupils to become more independent learners. Pleasingly, inspectors identified many elements and procedures in the school that will help us address some shortcomings by sharing good practice more widely.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of school	Monnow Infant School
School type	Community
Age-range of pupils	4-7
Address of school	Darent Close Bettws Newport
Post-code	NP20 7SQ
Telephone number	01633 855505

Headteacher	Mrs J. Gwynder-Lewis (Acting)
Date of appointment	January 2004
Chair of governors	Councillor Noel Trigg
Reporting inspector	Mrs Eleri Betts
Dates of inspection	March 7 th -9 th 2004

Appendix B

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	NA	50	43	51	1	NA	NA	NA	145

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	5	8.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in special classes	3.3:1
Average class size, excluding nursery and special classes	22:1
Teacher (fte): class ratio	1.21:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 04	89.74	91.59		90.67
Summer 04	89.55	90.93	NA	90.24
Spring 04	90.71	91.92		91.32

Percentage of pupils entitled to free school meals	54%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					62
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	6	19	74	0	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	8	37	39	16	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	11	15	74	0	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	15	85	0	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	16	69	15	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	3	19	63	15	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	68%	In Wales	79%

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

Appendix D

Evidence base of the inspection

- A team of three inspectors, who were present at the school for seven inspector days, carried out the inspection. The acting head was the nominee.
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- Sixteen questionnaires were completed by parents and carefully analysed ; 98% of the replies were positive.
- Discussions were held with the head and staff with responsibilities.
- School documentation and samples of pupils' work were examined.
- Forty two lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Discussions were held with pupils about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the start and end of school sessions.
- Inspectors attended assemblies and observed extra- curricular activities.
- Post inspection meetings were held with the staff and GB.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts Registered Inspector	Key Questions 1,3,5,6 English, Welsh second language, design and technology
Mrs Rhiannon Boardman Lay Inspector	Contributions to Key Questions 1,3,4,7.
Mrs Trish Evans Team Inspector	Key Questions 2,4,7 Mathematics, Information Technology, geography

Acknowledgement

The Inspection Team would like to thank the governors, staff and pupils for their co-operation and courtesy during the inspection.

Contractor:
Celtic Inspection Services Unit
UWIC
Cyncoed Road
Cardiff
CF23 6XD

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

**Monnow Infant School
Darent Close
Bettws
Newport
NP20 7SQ**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: March 7th-9th 2005

by

**Mrs Eleri Betts
(W248/17717)**

Date: April 28th 2005

Under Estyn contract number: T/157/04P

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Monnow Infant School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Monnow Infant School took place between March 7th and March 9th 2005. An independent team of inspectors, led by Mrs Eleri Betts 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

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.

Context

The nature of the provider

1. Monnow Infant School serves an economically and socially disadvantaged area of predominantly local authority housing on the outskirts of Newport. During the inspection there were 145 pupils aged four to seven on roll, a figure which is significantly less than the number at the school during the last inspection. The school has no nursery provision but houses a SRC for 10 pupils with SEN.
2. 54% of pupils are identified as being entitled to free school meals which is significantly above the local and national figures. 99% come from homes where English is the predominant language; there are no pupils who speak Welsh as a first language and 4% of the school's population are from ethnic groups. 43 pupils are registered as having SEN and a further 10 are statemented.
3. The school was last inspected in the summer term 1999.

The school's priorities and targets

4. The aims of the school are to:
 - provide a safe, secure, stimulating, well organised learning environment in which all pupils experience success;
 - ensure all children have access to a broad, balanced and relevant curriculum;
 - raise standards of behaviour, achievement and quality of learning to ensure a firm foundation from which children can develop skills necessary to become lifelong learners;
 - address all aspects of physical, intellectual and emotional development so that pupils can become independent learners, develop enquiring minds and the ability to reason and apply themselves to tasks with enthusiasm;
 - foster good working relationships between the school and its parents and carers so that this may benefit their children's education;
 - develop the basis for the way pupils conduct their lives in a multi-cultural society;
 - provide each child with the skills necessary for the next stages of their lives;
 - develop pupils' positive self-esteem.

5. The school's main priorities for 2004-2005 are to:
- continue to implement effective monitoring and evaluation of the work of the school;
 - improve writing throughout the key stage;
 - raise standards in reading throughout the key stage;
 - further develop the role of the link Governors;
 - improve the use of incidental Welsh;
 - develop structured play;
 - gain the Healthy Schools' Initiative Award;
 - develop awareness of multi-cultural, racial equality and diversity issues;
 - continue to improve ICT throughout the school;
 - continue to improve assessment strategies throughout the school;
 - continue to develop maths throughout the school;
 - continue to implement performance management systems.

Summary

6. Monnow Infant School is a caring, welcoming and orderly community where pupils feel happy and secure. The exceptional ethos has a very positive effect on pupils' self-esteem. The provision for pupils with SEN is outstanding.
7. The findings of the inspection team matched the school's judgement in the self-evaluation report in five of the seven key questions; for one key question they awarded the school a higher grade and in another awarded a lower grade.

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

Standards

8. Standards of achievement in the lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	86%	7%	-	-

9. Standards in the subjects of the NC inspected are as follows:

Subjects

Subject	Key Stage 1
English	2
Mathematics	2
Welsh second language	1
Design and technology	2
Information technology	3
Geography	2

10. Pupils' standards of achievement are well above WAG all-Wales targets for 2004 of 95% satisfactory (Grade 3) and 50% good.
11. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
12. Pupils with SEN both in mainstream and in the SRC make very good progress and achieve good standards.
13. Standards in key skills are good with no important shortcomings for children under five and are also good in KS1 in listening and speaking. In reading, writing, numeracy and ICT good features outweigh shortcomings; the inconsistent use of computers in classes by pupils affects standards. Standards in bilingualism are good with some outstanding features.
14. Teacher assessment results at the end of KS1 over the last three years are a little below the core subject indicator in contrast to local and national figures. In comparison with schools in the same free school meals group the school is in the third quartile in English and mathematics and in the second quartile in science. However, when the figures for the SRC are not included, the school is also in the second quartile for English and mathematics.
15. Pupils have an outstanding awareness of equal opportunities, as they observe this in practice daily. Inclusion is a prominent feature of school life; pupils of all abilities are valued.

16. Standards in creativity have some shortcomings. Although there are examples of pupils showing good examples of this in art and design and technology, individual creativity is restricted by a lack of provision for independent learning.
17. Pupils enjoy coming to school. The majority work hard, ask questions and sustain concentration for appropriate lengths of time. A few have difficulty listening and sitting still and, therefore, do not concentrate; their learning is adversely effected.
18. Behaviour is good and sometimes very good, both in lessons and in and around the school. Pupils are generally polite to each other and to adults. If they are not, they are very aware of the consequences that will follow as there are very good systems in place to both reward and discipline pupils.
19. Attendance levels are satisfactory with most absence being due to medical reasons. There is still some absence for non authorised reasons but the school vigilantly follows this up with telephone calls, letters and, if necessary, a home visit from the EWO.
20. Punctuality is satisfactory but there is still a few pupils who arrive late and this disturbs their class. Registration is taken twice a day and the school fully meets WAG circular 3/99 for attendance and registration.

The quality of education and training

21. The quality of teaching in lessons observed during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	51%	32%	-	-

22. In lessons judged to be good with outstanding features, the delivery of well structured lessons is energetic with content well matched to learning objectives, differentiation matched to pupils' ability and preferred learning style and a very effective use of a wide range of imaginative resources, which engage and motivate pupils.
23. In lessons where there are shortcomings, there is an inappropriate pace and lack of structure to lessons and too long a period of time for pupils on the carpet, which leads to restlessness; there is also too much whole class teaching, an over-reliance on teacher directed activities and ineffective use of ICT.
24. The quality of assessment is good with no important shortcomings Teachers' records of pupils' ongoing daily progress are used effectively in core subjects but are not yet developed across the school for key skills and foundation subjects. Teachers keep a variety of records for recording the daily progress of pupils in line with LEA policy. There are examples of very good practice, for instance in target setting and the use of class learning diaries, which involve pupils effectively in their own self-assessment.

25. Baseline assessments for children in reception classes are carried out appropriately and the school ensures that parents of children with SEN are fully involved in their child's special education. Annual reports to parents conform fully with statutory requirements.
26. The school provides equal access for all pupils, irrespective of social background, gender, ethnicity and SEN.
27. The curriculum for children under five although based appropriately on the Desirable Outcomes for Children's Learning lacks sufficient provision for structured play; consequently creative development and to a larger extent physical development are restricted. Schemes of work in all NC subjects are updated. However, provision for structured activities which would allow children under five and pupils across the key stage to find things out for themselves is limited.
28. Key skills to be addressed are noted in planning but rarely included as part of the learning outcomes.
29. Pupils' spiritual, moral and cultural development is good and often outstanding and their social skills are good. Provision for the cwricwlwm Cymreig is an outstanding feature and pupils' awareness and understanding of the diversity of the world are good. The school has responded well to ACCAC's recommendations for PSE. Provision for extra- curricular activities is good.
30. The school has some very effective links with parents but there are, however, omissions in the parental handbook and the governors' annual report to parents and there is no home/school agreement, which breaches statutory regulations. The school has very close links with the local community and other schools within it. Links with local businesses and industries are a valuable part of the school's provision with many local firms giving generously to support the school. Pupils also have good opportunities to take part in projects arranged through the local EBP.
31. The quality of the care, support and guidance offered to learners is consistently good with outstanding features. Support for pupils' with SEN is exemplary; in the SRC it is of a particularly high standard
32. Detailed policies and procedures, which include risk assessments and an accessibility audit, are effective in promoting health and safety. The child protection policy and procedures are clear.

Leadership and management

33. The school has operated very efficiently during difficult times resulting from a change of leadership and plans for amalgamation. The SMT has recently taken on and developed many new initiatives.

34. Curriculum co-ordinators generally have a good understanding of their roles but co-ordination roles are sometimes difficult to fulfil for those who are part-time.
35. Teachers undertake a good range of INSET, which is linked clearly to their responsibilities and impacts on provision and the raising of standards.
36. The SIP is a very effective document. The GB is very supportive of the school. Whereas members visit the school often, are eager to see the school succeed and provide an outstanding link with the community, their role in curriculum matters and overseeing legal requirements is less developed.
37. The self-evaluation report is detailed and addresses a comprehensive range of issues. The SMT co-operated effectively in producing the self-evaluation document which shows clear links to the current SIP.
38. Progress made in addressing most key issues in the last inspection has been good although a few issues are currently evolving further. Because of the number of jobs shared, a monitoring programme is difficult and the school is looking at ways of establishing this further.
39. All staff, including administrative support and lunchtime supervisors, work very effectively as a team, and contribute to the outstanding ethos and smooth running of the school.
40. The inside of the accommodation provides a welcoming and stimulating learning environment; accommodation is generally used appropriately. Spare classrooms have been resourced to provide additional teaching areas. However, the use of these classrooms has yet to be fully exploited.
41. Resources for teaching and learning for all subjects are appropriate. Computers are available in each class but are unreliable and limited in number and the interactive whiteboard is shared between some classes.
42. The outside of the school is dilapidated and the paintwork is in a poor state of repair although the extension was painted a few years ago in accordance with the LEA rolling programme. The playground and school grounds are uninspiring and lack stimulation. However, the caretaker and cleaners take very good care of the school and work diligently to keep it free from litter and graffiti. The site is safe and secure.
43. The school provides good value for money.

Recommendations

In order to move the school forward the staff and GB need to:

- R1 ensure that pupils use computers regularly in order to raise standards in information technology;
- R2 further develop the planning and provision for key skills;
- R3 allow pupils more opportunities to learn for themselves and to make their own choices and decisions, in order to become more independent learners;
- R4 further develop consistent whole school systems for assessment;
- R5 continue to develop the monitoring of standards and the quality of teaching and learning across the key stage;
- R6 ensure that the home-school agreement, prospectus and annual GB report to parents meet legal requirements and continue to develop the GB's involvement in curriculum matters and the self-evaluation process.

Recommendations 1,2,3,4,5 are identified as priorities in the current SIP.

Acknowledgement

The Inspection Team would like to thank the governors, staff and pupils for their co-operation and courtesy during the inspection.