

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

**Ringland Primary School  
Dunstable Road  
Ringland  
Newport  
NP19 9LU**

**School Number: 680/2316**

**Date of Inspection: 29<sup>th</sup> November - 2<sup>nd</sup> December 2004**

**by**

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W170/15942**

**Date published: 3<sup>rd</sup> February 2005**

**Under Estyn contract number: T/89/04P**

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Ringland Primary 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 Ringland Primary School took place between 29<sup>th</sup> November and 2<sup>nd</sup> December 2004. An independent team of inspectors, led by Mr R. A. Isaac, registered inspector, 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 judgments in this report is as follows:

|                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | 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 'Nursery' (N) refers to the year group of pupils in a primary school who attain the age of 4 during the academic year. The term 'Reception' (R) refers to the year group of pupils who attain the age of 5 during the academic year. Year 1 (Y1) 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 |

## LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER

|       |  |
|-------|--|
| ACCAC | - Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru<br>(The Qualifications, Curriculum and Assessment Authority for Wales) |
| AEN   | - Additional Educational Needs   |
| AT    | - Attainment Target  |
| CoP   | - Code of Practice   |
| EBP   | - Education Business Partnership   |
| EMAS  | - Ethnic Minority Achievement Service  |
| EWO   | - Education Welfare Officer  |
| GB    | - Governing Body   |
| ICT   | - Information and Communications Technology  |
| IEP   | - Individual Education Plan  |
| INSET | - In-service Education and Training  |
| KS    | - Key Stage  |
| LEA   | - Local Education Authority  |
| NC    | - National Curriculum  |
| NNEB  | - National Nurse Education Board   |
| NQT   | - Newly Qualified Teacher  |
| PSE   | - Personal and Social Education  |
| PTA   | - Parents and Teachers Association   |
| RoA   | - Record of Achievement  |
| SDP   | - School Development Plan  |
| SEN   | - Special Educational Needs  |
| SENCo | - Special Educational Needs Co-ordinator   |
| SMT   | - Senior Management Team   |
| SNU   | - Special Needs Unit   |
| WAG   | - Welsh Assembly Government  |
| Y     | - Year   |

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## Context

### The nature of the provider

1. Ringland Primary School is a community primary school with the full time equivalent (fte) of 254.5 pupils on roll aged 3 to 11. The school has a part time Nursery with 19.5 (fte) children on roll who attend in the mornings only. There are also three SNU (Special Needs Unit) classes, which cater for children with either moderate learning difficulties, severe learning difficulties or emotional and behavioural problems. The school was formed by the amalgamation of Ringland Infant School and Ringland Junior School in September 2002 and the current headteacher was appointed at that time. The original buildings date from 1959. The school is located in the centre of the Ringland housing estate, about two miles east of Newport city centre, which is designated as a Community First area by the Welsh Assembly Government. Most pupils come from the surrounding locality, but many of the children in the SNU classes are transported by mini-bus from outside the catchment area.
2. The school reports that the intake of pupils represents the full ability range, and contains sizeable groups of children from disadvantaged backgrounds. It also confirms that there are high levels of deprivation and unemployment in the area. Approximately 43 per cent of pupils are entitled to receive free school meals, which is well above the national average. No pupils speak English as an additional language and very few have minority ethnic backgrounds. No pupils speak Welsh as their first language, and two are formally cared for by the Local Authority. Six pupils in KS2 were excluded in the last year. Around 36 per cent of pupils have special educational needs (SEN), and 37 pupils have formal statements of SEN. A significant minority of pupils are added to or removed from the school roll during the academic year. The entry of children into the nursery is controlled and administered by Newport City Council (the local education authority). Because the school is a new primary school, this inspection was designated for a full inspection by Estyn, and all subjects were inspected and all key questions investigated.

### The school's priorities and targets

3. The school's main aim is to create a happy, stable, caring environment which provides the opportunity for every child to realise his or her full potential in all areas of the curriculum.
4. The school's major priorities and targets include:
  - raising standards of achievement in English and mathematics;
  - improving standards of teaching and learning in information technology
  - improving teachers' capabilities to teach information technology
  - improving standards of teaching and learning in music
  - improving rates of attendance

- Ringland Junior School and Ringland Infant School were last inspected in 1998 and 2002 respectively.

## Summary

- Ringland Primary School is a good school, which is raising the standards achieved by its pupils and the quality of education it provides. The school's leaders have made very good progress in amalgamating the former infant and junior schools. Although much remains to be done, those children who attend regularly are already getting a good deal in their primary education. The inspection team agreed with most of the judgments made by the school about the standards pupils achieve and other areas of its work.

### Table of grades awarded

- The inspection team judged the school's work as follows:

| 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? | 2                |
| 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 of achievement

- Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

|                                  | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------------|---------|---------|---------|---------|---------|
| Pupils' standards of achievement | 7%      | 62%     | 31%     | 0%      | 0%      |

- Pupils' standards of achievement are well above the Welsh Assembly Government's all-Wales targets for 95 per cent of standards to be satisfactory or better and 50 per cent to be good or better.

10. The overall quality of the educational provision for children aged under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children’s Learning. Baseline assessments indicate that, for many children, attainment on entry is well below average. Generally, children aged under five make good progress in acquiring key skills.

| <b>The six areas of learning</b>            | <b>The Under-Fives</b> |
|---|------------------------|
| Language, literacy and communication skills | Grade 2                |
| Personal and social development             | Grade 2                |
| Mathematical development                    | Grade 2                |
| Knowledge and understanding of the world    | Grade 2                |
| Creative development                        | Grade 2                |
| Physical development                        | Grade 2                |

11. In KS1 and KS2, the standards of achievement are as follows:

| <b>Subject</b>         | <b>KS1</b> | <b>KS2</b> |
|------------------------|------------|------------|
| English                | Grade 2    | Grade 3    |
| Mathematics            | Grade 2    | Grade 2    |
| Science                | Grade 2    | Grade 2    |
| Welsh second language  | Grade 2    | Grade 3    |
| Design and technology  | Grade 3    | Grade 2    |
| Information technology | Grade 3    | Grade 3    |
| History                | Grade 2    | Grade 2    |
| Geography              | Grade 2    | Grade 2    |
| Art                    | Grade 3    | Grade 2    |
| Music                  | Grade 3    | Grade 3    |
| Physical Education     | Grade 2    | Grade 1    |
| Religious Education    | Grade 2    | Grade 2    |

12. Pupils’ standards and progress in the key skills of speaking, listening, reading writing, numeracy, ICT, and bilingualism, across the curriculum, are satisfactory.
13. In the KS1 2004 NC teacher assessments, pupils’ achievements in attaining NC Level 2 or higher were approximately in line with national averages in English, and below national averages in mathematics and science. The school’s 2004 results at KS1 in English, mathematics and science, collectively, were above those of many similar schools in Wales. Girls’ results in KS1 have been above those of boys in English, mathematics and science. Overall, the school’s KS1 results in 2004 have improved substantially when compared with those achieved in 2003.
14. In the KS2 2004 NC test results, pupils’ achievements in attaining NC Level 4 or higher were below national results in English, mathematics and science. The school makes provision for pupils with SEN in three SNU classes and the cohort which took the NC tests contained a high proportion of pupils with profound SEN. This inevitably had a negative effect upon the test results.
15. The school’s results at KS2 in English and mathematics in 2004 were below those of most other similar schools in Wales. However, the school’s results in

science were well above average compared to similar schools, and this represents good progress for those pupils in that subject. The results achieved by many boys in KS2 were below those of girls in English, mathematics and science and this mirrors the pattern of underachievement by boys in KS1. However, the upward trend in results achieved in KS1 is also reflected in KS2. The school's KS2 results for pupils who gained at least NC Level 4 in all three, core subjects were below national averages in 2004 but have improved substantially upon the results achieved in the former junior school in its last three years.

16. Most pupils, including those with SEN, and those in vulnerable circumstances, make good progress and usually perform well. Overall, they do well in acquiring new knowledge and the school helps them to develop their ideas and increase their understanding in many areas.
17. Although most make good progress towards fulfilling their potential, they have only a satisfactory understanding of how well they are doing and what they need to do to improve. Nevertheless, they are often well-motivated; they work productively and usually make effective use of their time. Throughout the school, pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within British society. Visits in the local community and to places of interest linked to the workplace help pupils to broaden their understanding of their community and the world of work.
18. Overall, pupils have good personal, social and learning skills. Their creative and problem-solving skills are good in a range of subjects. Their spiritual development is good. Their knowledge of the Welsh dimension across the curriculum is satisfactory.
19. Pupils' behaviour and their attitudes towards learning are consistently good. This contributes significantly to the standards they achieve and to the quality of life in the school. Pupils are enthusiastic learners and enjoy their work and play. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration.
20. Attendance rates within the school are satisfactory, averaging 91 per cent for the past twelve months. The school is successful in improving attendance rates for pupils of compulsory school age and in reducing instances of unauthorised absence. Attendance rates in the nursery and reception classes remain much lower than the rest of the school. Almost a quarter of the school's population is transient and these pupils are entered in or removed from the school roll during the school year. This situation has an adverse impact on attendance rates.
21. Most pupils are punctual and keen to attend school but a minority of pupils arrive late for the start of the school day. These pupils miss important parts of the first lesson of their day.

## The quality of education and training

22. Overall, the quality of teaching in the areas of learning and subjects inspected are as follows:

|                         | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-------------------------|---------|---------|---------|---------|---------|
| The quality of teaching | 8%      | 76%     | 16%     | 0%      | 0%      |

23. The percentage of lessons which are good or better is high at 84 per cent, this being well above the Welsh average. There has been a significant improvement in the quality of teaching in the last two years.
24. In the most effective lessons, such as in physical education, teachers stimulate many pupils to achieve excellence. They provide opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use open-ended questions and investigation to encourage independent thinking. Most lessons are paced well, providing both challenge and reinforcement. The use of interactive whiteboards, coupled with appropriate software, has a significant impact on teaching and learning when they are used. However, they are underused in some lessons.
25. On occasions, the long lunch break of 80 minutes for reception children and KS1 pupils is detrimental to their well-being. They sometimes return to class feeling cold and tired after such a long time in the playground.
26. The overall quality of assessment, recording and reporting is good. The school has undertaken a thorough review of its systems in the last two years to ensure consistency in all classes. Teachers maintain detailed records of individual pupils' strengths and weaknesses but pupils have a limited understanding of their own progress or achievements.
27. The school responds well to pupils' learning needs. It provides good opportunities for pupils to learn well and experience a broad and balanced curriculum. The quality of teachers' planning is good, except that insufficient challenge is provided for more able pupils. Teachers regularly evaluate the success of their lessons. Planning for the improvement of key skills across the curriculum is satisfactory but its implementation in classes is inconsistent. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities. The school promotes pupils' spiritual, moral, social and cultural development well. As a consequence, pupils have a sense of ownership and responsibility to the school and its environment. Acts of collective worship make a good contribution to their understanding of moral issues and help them to respect truth and justice.
28. The provision for promoting bilingual skills and reflecting the languages and culture of Wales is satisfactory. The school's provision for y cwricwlwm Cymreig ensures that pupils are given some opportunities to acquire knowledge and

understanding of the tradition, cultures and history of Wales. However, they have an insufficient knowledge of Welsh culture in subjects such as art and music.

29. The school keeps parents well informed about their children and its work through regular newsletters, curriculum topic information, an informative annual report of the governing body, a comprehensive prospectus, and by regular meetings with teachers. A useful home/school agreement is in place, which has readily been accepted by the majority of parents.
30. The quality of care, guidance and support is very good and a strength of the school. The provision for learners with additional needs is good. The school identifies, assesses and monitors individual needs effectively and this contributes significantly to raising their achievements. Pupils with SEN are supported well by dedicated staff. Both classroom and external support are of a good standard and are managed well by the SEN coordinator (SENCo). The provision for links with parents, the community, schools and other organisations is good.

### **Leadership and management**

31. The overall quality of leadership shown by the headteacher, staff with management responsibilities, subject co-ordinators and governors is good. The overall quality of leadership and management shown by the headteacher, in particular, is very good. His management is very purposeful and he gives a very clear sense of direction to the school's work. The senior management team (SMT) works closely together in developing the school and makes a good contribution to the quality of leadership and management. The overall quality of subject co-ordination is good and co-ordinators have worked hard over the last two years to improve the quality of teaching and the curriculum in all subjects.
32. The governing body (GB) is involved in school life on a number of levels. Governors have a caring and supportive attitude towards the school's teachers and pupils. They take a good, strategic lead in guiding the school's educational direction. They meet regularly throughout the school year and fulfil all regulatory and legal requirements. Appropriate policies are in place to meet all statutory requirements and these are monitored and reviewed on a regular basis. The school prospectus and the annual report of the governors to parents are informative and well-presented. They comply fully with the statutory requirements and guidelines provided by the Welsh Assembly Government.
33. The school effectively fosters a culture of self-evaluation. The self-evaluation report is cautious, perceptive and all-encompassing. It identifies strengths and areas where improvements are required. Crucially, the school has made very good progress in the last two years in amalgamating the two former schools.
34. The overall quality of staffing is good. The management team has developed a teaching and support team of high quality. Overall, the accommodation is good. The overall quality and quantity of resources available for children aged under five and for pupils in KS1 and KS2 are good. The school manages its resources well. However, the computer suite is currently underused and the computer in the upper KS2 SNU class does not have Internet access.

35. The cleaner-in-charge works hard with her team to provide a clean learning environment for staff and pupils. Catering staff work conscientiously to provide pupils with a nutritious lunch, but the school has no onsite cooking facility, despite its size, and lunches have to be transported from the other side of Newport. As a result, they are often lukewarm and unappetising.
36. The school has made very good progress since its inception two years ago. The quality of teaching has significantly improved, standards are rising and the quality of leadership and management has improved. Overall, the school gives good value for money.

## Recommendations

37. In order to improve the school further, the staff and governing body need to:
  - R1. raise standards further in:
    - reading and writing in English at KS2;
    - speaking, reading and writing in Welsh at KS2;
    - art and design and technology at KS1;
    - music and ICT at KS1 and KS2;
    - the key skills of literacy, numeracy and ICT across the curriculum;
    - pupils' understanding of the Welsh Dimension; and
    - the achievements of boys;
  - R2. improve further the quality of teaching, where it is less than good;
  - R3. improve the planning in all subjects to address closely the needs of more able pupils;
  - R4. improve pupils' opportunities to evaluate their own achievements and their understanding of what they need to do to improve;
  - R5. make better use of computer resources in all subjects; and
  - R6. review the length of the lunchbreak for KS1 and Reception pupils in order to make effective use of teaching time.
38. 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

39. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report. Overall standards of achievement in subjects and areas of learning inspected are:

|                                  | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------------|---------|---------|---------|---------|---------|
| Pupils' standards of achievement | 7%      | 62%     | 31%     | 0%      | 0%      |

40. The overall quality of the educational provision for children aged under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that, for many children, attainment on entry is well below average. Generally, children aged under five make good progress in acquiring key skills.

| The six areas of learning                   | The Under-Fives |
|---|-----------------|
| Personal and social development             | Grade 2         |
| Language, literacy and communication skills | Grade 2         |
| Mathematical development                    | Grade 2         |
| Knowledge and understanding of the world    | Grade 2         |
| Creative development                        | Grade 2         |
| Physical development                        | Grade 2         |

41. In KS1 and KS2, the standards of achievement are as follows:

| Subject                | KS1     | KS2     |
|------------------------|---------|---------|
| English                | Grade 2 | Grade 3 |
| Mathematics            | Grade 2 | Grade 2 |
| Science                | Grade 2 | Grade 2 |
| Welsh second language  | Grade 2 | Grade 3 |
| Design and technology  | Grade 3 | Grade 2 |
| Information technology | Grade 3 | Grade 3 |
| History                | Grade 2 | Grade 2 |
| Geography              | Grade 2 | Grade 2 |
| Art                    | Grade 3 | Grade 2 |
| Music                  | Grade 3 | Grade 3 |
| Physical Education     | Grade 2 | Grade 1 |
| Religious Education    | Grade 2 | Grade 2 |

42. Overall, pupils' standards in the key skills of speaking, listening, reading, writing, numeracy, ICT and bilingualism across the curriculum are satisfactory. Children aged under five often have poorly developed skills on entry to school, but they

make good progress. Pupils' listening skills in both KS1 and KS2 are good; they listen well in lessons and at large gatherings. As pupils mature they become more confident speakers, and the quality of discussion, for instance, in science in KS2, is often good.

43. Pupils' reading skills develop well, but their higher-order skills are used insufficiently for research in subjects across the curriculum. Their writing skills in a range of subjects are satisfactory and, at times, they write at length in subjects such as history. Overall, pupils have a limited but satisfactory Welsh vocabulary. In KS1, they reply well to their teachers' questions. They read confidently and write well in Welsh. In KS2, pupils' bilingual skills are underdeveloped.
44. Pupils' numeracy skills are good overall and used to support their work across the curriculum in subjects such as science and geography. Pupils' basic ICT skills are well developed but their higher-order skills are limited, for instance, in using the Internet in a wide range of subjects.
45. In the KS1 2004 NC teacher assessments, pupils' achievements in attaining NC Level 2 or higher, were above national results in writing and slightly below national results in reading, speaking and listening. Pupils' achievements were below national averages in mathematics and science. The proportion who achieved the higher NC Level 3 was below the national average in reading, writing and mathematics but above average in science by nine points.
46. The school's 2004 results at KS1 in English, mathematics and science, collectively, were above those of many similar schools in Wales. Girls' results in KS1 have been above those of boys in English, mathematics and science. Overall, the school's KS1 results in 2004 have improved substantially when compared with those achieved in 2003.
47. In the KS2 2004 NC test results, pupils' achievements in attaining NC Level 4 or higher, were below national results in English, mathematics and science. The proportion who achieved the higher NC Level 5 was below national averages in English, mathematics and science, although science results were close to the national average. The school makes provision for pupils with SEN in three SNU classes and the cohort which took the tests contained a high proportion of pupils with profound SEN. This inevitably had a negative effect upon the test results.
48. The school's results at KS2 in English and mathematics in 2004 were below those of most other similar schools in Wales. However, the proportion achieving at least NC Level 4 in science was well above average compared to similar schools and this represents good progress for those pupils in that subject.
49. The results achieved by many boys in KS2 were below those of girls in English, mathematics and science and this mirrors the pattern of underachievement by boys in KS1. The upward trend in the results achieved in KS1 is also reflected in KS2. The school's KS2 results for pupils who gained at least NC Level 4 in all three, core subjects were below national averages in 2004 but have improved substantially upon the results achieved in the former junior school in its last three years.

50. Most pupils, including those with SEN, and those in vulnerable circumstances, make good progress and usually perform well. Overall, pupils do well in acquiring new knowledge, and the school helps them to develop their ideas and increase their understanding in many areas.
51. Most pupils make good progress towards fulfilling their potential, but they have only a satisfactory understanding of how well they are doing and what they need to do to improve. Nevertheless, they are often well-motivated, work productively and usually make effective use of their time.
52. Pupils' overall understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within British society. Visits in the local community and to places of interest linked to the workplace help pupils to broaden their understanding of their community and the world of work.
53. Overall, pupils have good personal, social and learning skills. Their creative and problem-solving skills are good in a range of subjects. Their spiritual development is good. Their knowledge of the Welsh dimension across the curriculum is satisfactory.
54. Pupils' behaviour and their attitudes towards learning are consistently good. This contributes significantly to the standards they achieve and to the quality of life in the school. The headteacher, teaching and support staff recognise the importance of good behaviour as a foundation for pupils' learning and all work diligently to promote pupils' good behaviour and positive attitudes towards learning.
55. The school is a happy, supportive and orderly community where pupils of all ages are courteous, polite and relate well to each other, to staff and to visitors.
56. Almost without exception, pupils are enthusiastic learners and enjoy their work and play. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration to the best of their abilities. They are interested in their work and are keen to do their best.
57. Attendance rates within the school are satisfactory, averaging 91 per cent for the past twelve months. Since its inception, the school has been successful in improving attendance rates for pupils of compulsory school age and in reducing instances of unauthorised absence. Attendance rates in the nursery and reception classes remain much lower than the rest of the school; the headteacher is working closely with parents to address this issue.
58. Almost a quarter of the school's population is transient and these pupils are entered or removed from the school roll during the school year. This situation has an adverse impact on attendance rates. Pupils sometimes withdraw from school without explanation and at very short notice. The school makes every effort to trace these pupils and keeps them registered until a satisfactory explanation is found.

59. Most pupils are punctual and keen to attend school but, despite the school's best efforts, a minority of pupils arrive late for the start of the school day. This often disrupts classes and these pupils miss important parts of the first lesson of their day.

## The quality of education and training

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

**Grade 2:** Good features and no important shortcomings

#### Good features

60. Overall, the findings of the inspection team match the judgment made by the school in its self-evaluation report. In the lessons observed, the quality of teaching was judged as follows:

|                         | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-------------------------|---------|---------|---------|---------|---------|
| The quality of teaching | 8%      | 76%     | 16%     | 0%      | 0%      |

61. The percentage of lessons which are good or better is high at 84 per cent, this being well above the Welsh average. There has been a significant improvement in the quality of teaching in the last two years.
62. In the most effective teaching, such as in physical education, teachers stimulate many pupils to achieve excellence. They provide opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use open-ended questions and investigations to encourage independent thinking. Most lessons are well-paced, providing both challenge and reinforcement. Teachers manage pupils well and have a range of strategies to stimulate and motivate the more passive or slower learning individuals. Many lessons are lively and varied ensuring that pupils maintain interest throughout.
63. The use of interactive whiteboards, coupled with appropriate software, has a significant impact on teaching and learning, when they are used. However, they are underused in some lessons.
64. Teachers know their pupils well, value them as individuals and establish very good relationships with them. They display a caring attitude to them and offer a firm, fair, consistent and effective approach to discipline. They make clear what they expect of pupils in terms of achievement and behaviour, using judicious and frequent praise to help build self esteem. Consequently, pupils feel happy and secure. They confirmed to inspectors, in discussion, how much they value the respect teachers give them.
65. The school has well qualified and experienced teachers, who demonstrate a good knowledge and understanding of the subjects they teach. They effectively use their own specialist knowledge, coupled with the expertise of visiting specialists in literacy, dance and rugby, to enhance the quality of lessons.

Teachers have a good understanding of the requirements of Estyn and ACCAC for aspects which are cross-curricular, such as personal and social education (PSE) and the Welsh dimension.

66. Teachers plan effectively for the development of pupils' skills, knowledge and understanding across year groups and key stages. Much has been done to establish good planning arrangements in all subjects in the last two years and the headteacher has taken a key role in this.
67. Lesson plans identify clear objectives, summarise what pupils will do and identify what resources are needed. Lessons are usually well-organised and well-timed. The arrangements for withdrawal and for in-class support for pupils with SEN are effectively organised so that their lessons parallel the work done by their peers elsewhere. Teachers regularly evaluate how successful their lessons are to ensure that pupils learn effectively.
68. Teachers use a range of organisational strategies, providing pupils with opportunities to work as a whole class, in groups, in pairs or as individuals. They also use a good mix of techniques and well-prepared resources to enliven their lessons. Teachers, for example, in the classes for children aged under five, work in good partnerships with classroom assistants, including those with NNEB accreditation, to provide interesting and informative sessions.
69. Teachers match work satisfactorily to pupils' abilities. Lessons are planned well to take account of the needs and capabilities of individuals with average abilities or those who are less able but sometimes provide insufficient challenge for the more able. Teachers make good provision for pupils with SEN who also benefit from the input of specialist staff. The headteacher and his colleagues take an active interest in monitoring the progress of individuals. Teachers promote equality of opportunity well, ensuring that all pupils have equality of access to the whole curriculum.
70. The quality of assessment, record-keeping and reporting is good. Teachers have worked hard since the last inspections, particularly in KS2, to improve systems. They know pupils' capabilities well. Whole-school assessment procedures are systematic, and regular testing in the core subjects provides useful information about pupils' achievements. Teachers observe pupils' work in class and give them good advice on how to improve. The standard of ongoing assessment and recording for children aged under five is good. The assessment of pupils with SEN in the SNU classes is thorough and full records are kept.
71. The day-to-day marking of pupils' work is good. Teachers mark pupils' work regularly and positively, accompanying it with well-informed feedback. Appropriate, written targets are provided to help pupils improve, particularly in the core subjects. In a few areas of the curriculum, pupils are beginning to informally evaluate their own progress.
72. The headteacher and his colleagues analyse assessment data and use it well to set individual targets in English, mathematics and science. The results of NC assessments are analysed and used accurately to set overall school targets. In

English, mathematics and science, assessment information has been used productively in the last two years to raise standards.

73. Teachers keep full records of pupils' achievements, including baseline assessments and national tests as well as other standardised tests. This information is used well to track pupils' individual progress and set individual targets in the core subjects. Teachers have a good understanding of the NC and the work in subject portfolios is graded appropriately to ensure consistency of standards in all classes.
74. The annual reports to parents about their children are of good quality and conform to statutory requirements. They provide useful information and observations on individual children's progress. They indicate very clearly to parents what their children can do to improve further. Good links with parents of pupils with SEN, or those in vulnerable circumstances, ensure that they are well informed about their children's progress and how they can help them further.

### **Shortcomings**

75. Teachers have raised pupils' awareness of which key skills are prioritised in each lesson they teach but this is limited to a brief summary and has insufficient impact upon the standards pupils actually reach in key skills across the curriculum.
76. Teachers do not consistently provide challenging work in all lessons for more able pupils.
77. Teachers occasionally rely too much on worksheets in the foundation subjects and this limits pupils' opportunities to write at length.
78. The school lacks a formal system to encourage pupils to assess their own progress in all subjects. Pupils have a limited understanding of their own progress and have too few opportunities to evaluate their own work or to comment on how they can improve.

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

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| <b>Grade 2:</b> Good features and no important shortcomings |
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79. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
80. The school caters efficiently and effectively for a wide range of pupils' needs, including those with SEN in KS1 and KS2, by providing equal access to a broad and balanced curriculum.
81. Provision for children aged under five addresses the Desirable Outcomes for Children's Learning well and ensures that many make good progress. Provision for the under-fives fully meets the statutory requirements of the Welsh Assembly Government.
82. The headteacher and his colleagues have ensured that all subject policies and schemes of work have been updated or created in the past two years, and are of good quality. Teachers state their objectives clearly at the start of lessons and revisit them at the end in good plenary sessions. Appropriate homework is set to help consolidate learning.
83. Teachers give appropriate emphasis to the cwricwlwm Cymreig in subjects such as English and history, but not enough in art and music. The school has made a good start in raising pupils' awareness of key skills in subjects across the curriculum by focusing on which key skills are needed at the start of particular lessons. However, the promotion of key skills throughout lessons has a low profile. Teachers help pupils to celebrate cultural diversity well. Teachers pay good attention to the links in schemes of work from year to year in order to ensure continuity and progression across the key stages, especially between KS2 and KS3 where strong reciprocal links have been forged with local secondary schools.
84. Pupils benefit greatly from after-school clubs, such as the popular hockey club, the netball club and the French club. Parents also attend a computer club to develop their own skills and help their children further. History is brought to life with carefully planned educational visits to the Roman remains and Legionary Museum at Caerleon which greatly enhance pupils' understanding. Y6 pupils enjoy their annual, residential visit to an outdoor pursuits centre where they participate in canoeing, abseiling, rock-climbing and orienteering.
85. Visitors to the school make lively and very valuable contributions to pupils' knowledge and understanding of dance and rugby. The school's links with a Cardiff Dance Company and Newport Rugby Club have provided valuable opportunities for pupils to have high quality lessons led by talented specialists. Their appreciation of literature is much enhanced by exciting visits from Welsh

authors and they have produced good writing based on the myths and legends of Wales as a result.

86. The school's provision for spiritual, moral, social and cultural development gives pupils a clear set of values and provides them with a good understanding of how they can contribute to their school, their community and the environment.
87. The overall provision for spiritual development is good. Collective worship, of a broadly Christian nature, plays an important part in pupils' growing spiritual awareness. Pupils are encouraged to reflect on their experiences and consider the values and beliefs of others. School assemblies are happy occasions that offer guidance on moral and spiritual issues, and pupils respond positively to these experiences.
88. The overall provision for moral development is good. Pupils work and play co-operatively together, learning to accept responsibility for their actions and, with the help of their teachers, develop a clear understanding of the principles which distinguish right from wrong.
89. The overall provision for social development is good. Pupils are given good opportunities to take responsibility and to become involved in decision making through initiatives such as the eco-council, the school council and the prefect system. Younger children take delight in acting as monitors and helpers within the classroom.
90. The overall provision for cultural development is good. The school places a high priority on developing an understanding of, and respect for, other faiths and cultures. Cultural diversity is celebrated well on occasions such as Black History month, and pupils learn about the different social and cultural traditions of India and Africa and within the Christian, Jewish and Islamic faiths. The achievements of representatives of different cultures and professions, such as Nelson Mandela and Sir Trevor MacDonald are celebrated well in poster displays in classrooms and the entrance foyer. Pupils gain some understanding of the culture and heritage of Wales through a range of educational visits and through events such as the annual Eisteddfod, which is greatly enjoyed by the whole school community. Overall, the strategies the school uses to promote Welsh culture are satisfactory.
91. The school's partnerships with parents, other providers and interested parties are good. The school has worked very hard to encourage parents to become involved in its life and work and has successfully established a new Parent Teacher Association (PTA) which receives good support from parents and the local community. This organisation also gives back to the community in its charitable support for people in vulnerable circumstances.
92. The school keeps parents well informed about their children and its work through regular newsletters, curriculum topic information, an informative annual report of the governing body, a comprehensive prospectus, and by regular meetings with teachers. A useful home/school agreement is in place, which has been readily accepted by the majority of parents.

93. The school has good pastoral, administrative and curricular links with the receiving secondary schools. Regular liaison meetings, an exchange of information and ideas, joint in-service training, teacher exchanges and bridging units that span KS2 and KS3 all help to promote continuity of education for pupils.
94. The school does not have any partnership arrangements with initial teacher training institutions but regularly provides training facilities for nursing students and students undertaking vocational qualifications.
95. The school successfully prepares pupils to play an active role within their local community, and makes good use of the locality as a learning resource. Pupils regularly serve the community by supporting a range of civic, cultural, environmental and charitable projects.
96. The school's good provision and policy for personal and social education closely follows Estyn and ACCAC guidelines. The Healthy Schools Initiative allows pupils access to bottles of water and fruit at appropriate times in the day. A fruit tuck shop alongside the regular tuck shop offers pupils a healthy option at break times and the Class Moves Project gives a short burst of daily exercise half way through the afternoon.
97. The school liaison police officer talks to pupils in Y6 about substance misuse and drug awareness, and sex education is provided as part of both personal and social development studies and the science curriculum.
98. Teachers work efficiently together to create a calm, orderly and secure environment which sensitively addresses the needs of each child. Teachers and support staff consistently promote the links between good behaviour and good educational progress. The curriculum complies with statutory regulations.
99. The school is successful in raising pupils' awareness of the world of work. Through their visits to a variety of retail, commercial and industrial sites, pupils gain first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their immediate area and further afield. Local employers are supportive of the school but no teachers have recently undertaken a relevant industrial placement with a view to enhancing professional development or enriching curriculum provision for pupils.
100. The school works very hard to promote equality of access to the curriculum and the achievement of higher standards by all the pupils in its care. Pupils make good progress from year to year, as shown by the improving trend in results in National Tests in KS1 and KS2. Classroom assistants are deployed well to give additional support to individuals and small groups of pupils in single-age classes. Pupils' individual needs are addressed in initiatives such as catch-up, catching the tail and Springboard support programmes. Y6 pupils make better progress in core subjects after attending booster classes.

101. Children aged under five and those in Y1, Y3, Y4 and Y6 benefit greatly from small class sizes which allow more time to be spent with individuals. Teachers and pupils greatly appreciate the re-organisation of classes this year to be single-aged. Pupils in the three SNU classes are fully integrated at play times and lunch times and integrate with mainstream pupils for lessons in dance and rugby.
102. Pupils' understanding and awareness of sustainable development are very good and their comprehension of global citizenship is developing well. The school's eco council is extremely active and meets regularly. Pupils are currently involved in the placing of new recycling bins which are sponsored by a local superstore.
103. Pupils improve their environment with hanging baskets which they make locally, and with benches for the grassed areas. They are currently discussing ways to raise money to buy compost bins. The lights in the school are all energy efficient and signs near switches remind visitors to turn them off before leaving the room. Paper monitors are very conscientious about waste and collect recyclable waste regularly.
104. Pupils take part in competitions and workshops sponsored by industry and relevant agencies and have good opportunities to take part in enterprise activities as they design and make goods for sale at the Summer and Christmas Fairs held at the school. They have some opportunities to develop their problem solving skills and contribute to decision making through their involvement in the School Council and School Eco Council.
105. Pupils are very aware of their own community and how they can contribute to its regeneration through active citizenship, education, partnership and care for the environment.

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

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| <b>Grade 1:</b> Good with outstanding features |
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106. The findings of the inspection team do not match the judgment made by the school. The school cautiously graded this aspect of its work as Grade 3 in which good features outweigh shortcomings. Inspectors judged that it is now a strength of the school.
107. The quality of care, support and guidance for all pupils is outstandingly good, especially aspects of the pastoral care of pupils. The school plans and manages care arrangements excellently.
108. All pupils are very well cared for, and appropriate support programmes are in place to ensure any specific needs are met. The school liaises closely with the LEA and draws on the expertise of a range of external support services when required.
109. The school has developed highly effective working partnerships with parents and carers, which contribute significantly to the high quality of support and guidance offered to pupils. It listens carefully to the views of parents and carers and often acts upon their recommendations. Parents and carers appreciate the ready access they have to the headteacher and staff.
110. The school has outstanding induction programmes for pupils who are new, as well as those moving to another class, or those transferring to secondary school. These programmes are highly effective in ensuring that pupils settle quickly into their new environments.
111. Pupils work and play in a happy, supportive atmosphere where they know they are secure and valued by staff. The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem and confidence. The headteacher, teaching and support staff know pupils very well and effectively monitor and support their academic progress, their social development and their personal welfare. In discussions, pupils expressed high levels of satisfaction for the respect, help and support they receive from their teachers.
112. Teachers provide pupils with an effective personal and social education (PSE) programme, in line with ACCAC and Estyn recommendations, which contributes significantly to the quality of support and guidance offered. The introduction of 'circle time' makes a special contribution to the development of pupils' self esteem and confidence.
113. Pupils' behaviour, attendance and punctuality are monitored rigorously. The school's policies and procedures to promote good behaviour are highly effective. Pupils whose behaviour gives cause for concern are counselled, parents are

involved and support is sought from external agencies and the LEA when necessary. These arrangements work well.

114. Very effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. Regular and effective liaison takes place with the Education Welfare Officer (EWO) and the school complies with the attendance requirements set out in the Welsh Assembly Government Circular 3/99, *Pupil Support and Social Inclusion*.
115. The school has a good, detailed policy and set of procedures to promote the health, safety and well-being of pupils. This includes risk assessment and it is monitored and implemented consistently by the headteacher, staff and the governing body. However, the long lunch break of 80 minutes for Reception children and KS1 pupils is detrimental to their well-being. They sometimes return to class feeling cold and tired after such a long time in the playground.
116. A clear policy and set of procedures are in place to deal with child protection issues and all adults are aware of the correct guidelines to follow. The school has good working partnerships with social services and other external welfare agencies.
117. Overall provision for the large proportion of pupils with SEN both in mainstream classes and in the three SNU classes is good. The school fully meets the requirements of the SEN Code of Practice for Wales. Teachers identify pupils' needs and achievements in mainstream classes early by systematic assessment procedures. They keep full, detailed records of pupils' progress. The school works positively to involve both parents and pupils in their individual support programmes. Links with a number of outside agencies are good. Pupils usually benefit from effective support from the occupational therapist, but the school reports that speech therapy is not always available to those pupils with speech and language difficulties who need it.
118. Overall, in mainstream classes, pupils make good progress towards the targets set in their individual support programmes. Pupils with formal statements of SEN make good progress towards their targets, which are well linked to their needs. Ancillary staff often provide effective in-class support, particularly in language sessions. The quality of help provided by assistants in withdrawal groups is good. Initiatives to improve Y1 pupils' literacy skills, for example, have a positive impact on their reading and writing standards.
119. The provision for pupils in the SNU classes has many strengths. Skilled staff meet the additional needs of pupils with a wide range of difficulties and abilities well. Individual Educational Plans are often exemplary in their content and use.
120. Pupils in the KS1 SNU class make good progress towards the targets set for them. A good feature of the provision for SEN is careful ongoing assessment. This enables teachers to match the curriculum closely to pupils' abilities. Pupils make good progress in improving their speech and communication through many relevant activities. They achieve, in line with their ages and abilities; many

making good progress in learning to read. When KS1 pupils with SEN are included in mainstream school activities, they respond appropriately and make good progress.

121. Pupils in the two KS2 SNU classes persevere well in their learning and make good progress in literacy and numeracy. They benefit from a relevant and well-differentiated curriculum, which is matched well to their needs. It is enriched with many visits and much practical work to enhance their understanding. Pupils respond positively and confidently to these experiences and report that they enjoy their time in school. When they are included in the mainstream KS2 curriculum they gain much benefit. In physical education for instance, pupils with SEN make good progress in developing physical skills. When they make use of the computer to reinforce their numeracy skills, they progress well. However, the opportunities for pupils with SEN to make wider use of ICT are limited.
122. Pupils, identified as having behavioural difficulties, make good progress due to the well-developed strategies in place. Those with complex behavioural problems benefit from a good training programme provided by the Behaviour Support Team.
123. Staff have had good training to help pupils improve their attitudes to learning. Teachers are particularly effective in helping late entrants to the school improve their behaviour. Very good pastoral support ensures that pupils with behavioural problems are included well in school life. Teachers in mainstream classes make good use of the expertise of SEN specialists in the SNU classes.
124. The school recognises the diversity of pupils' backgrounds, and treats all pupils with dignity and respect. The school ensures that all pupils have equal opportunities to participate in school activities. For example, boys and girls participate in out-of-school clubs which cover a wide range of interests. Teachers ensure boys and girls receive equal opportunities within and outside the classroom. Boys participate fully in dance lessons as do girls in rugby coaching sessions.
125. The head and his colleagues promote good race relations successfully and the school values and celebrates diversity. Clear, effective documentation underpins good practice and the headteacher and governing body monitor and evaluate the school's work closely.
126. The school takes effective measures to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment. Such incidents are rare and the school functions well as a harmonious community where all pupils, including those with disabilities and specific learning needs, are valued equally. An example of the school's very good progress in this aspect is in a survey last year, two-thirds of pupils felt bullying was commonplace, but now few do.

## Leadership and management

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

**Grade 2:** Good features and no important shortcomings

127. Overall, the judgment of the inspection team does not match the school's judgment of Grade 3 made in the self-evaluation report. The overall quality of leadership and management is good. The leadership and management shown by the headteacher, the senior management team, governors and subject coordinators are strengths of the school.
128. The overall quality of leadership and management shown by the headteacher, in particular, is of high quality. His management is very purposeful and he gives a very clear sense of direction to the school's work, working closely with the senior management team (SMT) to achieve school improvement.
129. The overall quality of subject co-ordination is good; coordinators have worked hard over the last two years to improve the quality of teaching and the curriculum in all subjects. They have re-written or created schemes of work in a planned cycle of improvement. They share aims and values, which promote equality of opportunity for all, and are reflected well in the school's egalitarian ethos.
130. The school takes good account of national priorities and the guidance provided by the Welsh Assembly Government and Estyn. The initiatives for literacy, numeracy, lifelong learning, family learning and education for sustainable development help pupils to achieve higher standards. The school has been successful in gaining the bronze and silver awards of the Eco-Schools Council in the last two years.
131. The development of a democratically-elected school council helps pupils to contribute to and influence directly the decisions that affect them. This council also helps pupils gain a better understanding of citizenship. Many pupils are also involved in taking the initiative as representatives of their classes in a range of other ways.
132. The school sets itself appropriate targets for development. Subject co-ordinators monitor and evaluate their areas of responsibility and share their findings with colleagues. The headteacher ensures that development planning includes the school's most important priorities, and the school's progress in the last two years is a testament to his success.
133. A very effective performance management system promotes teachers' continuous professional development well and helps to improve the quality of

teaching and of the curriculum. Staff confirm that they are mentored well when first appointed, and induction systems are very good.

134. The governing body is involved in school life on a number of levels. Governors show a caring and supportive attitude towards the school's teachers and pupils. The caretaker is a very committed governor and friend of the school. All governors monitor subjects in which they have a particular interest. Other governors help pupils in practical lessons such as design and technology. The GB takes a good, strategic lead in setting the school's educational direction and in monitoring the quality of provision. It has made difficult decisions in the amalgamation of the two former schools but has seen that these decisions were wise, in the best interests of the pupils and are bearing good fruit now.
135. Governors meet regularly throughout the school year and fulfil all regulatory and legal requirements. Appropriate policies are in place to meet all statutory requirements and these are monitored and reviewed on a regular basis. The school prospectus and the annual report of the governors to parents are informative and well-presented. They comply fully with the statutory requirements and guidelines provided by the Welsh Assembly Government.

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

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| <b>Grade 2:</b> Good features and no important shortcomings |
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136. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
137. The headteacher, staff and governors are successfully developing a culture of self evaluation. The school's good procedures for self-evaluation are firmly based upon first hand evidence gathered from pupils. The headteacher and his colleagues rigorously evaluate the school's progress in order to identify strengths and weaknesses. Those aspects that need improvement are being addressed through a well focused SDP.
138. The headteacher and his colleagues take good account of the views of parents and pupils through detailed questionnaires and more informal channels. Additionally, pupils have an influential voice through a well-established school council. Governors and teachers value classroom assistants and nursery nurses highly. They are consulted and they make well-judged contributions to the self-evaluation process, informally and through the staff meetings they attend.
139. Governors have a good overview of all the school's processes and procedures. They rigorously evaluate their own procedures and work proactively with the headteacher and subject co-ordinators to evaluate teaching and learning. Individual governors work collaboratively with subject coordinators to ensure that the raising of standards remains at the heart of school improvement.
140. The headteacher and staff take good account of the assessments they make to evaluate strengths and weaknesses and to plan for improvement. Subject co-ordinators monitor standards through the examination of pupils' books, through teachers' planning and through classroom observations. They make good use of their evaluations to improve teaching and learning.
141. The headteacher and the GB have provided good resources to ensure that the targets set in the SDP are achieved.
142. School leaders and managers have set challenging but manageable targets for improvement. As a result, standards are rising, the curriculum has been improved, the quality of teaching is good and the quality of leadership and management is good. Ringland Primary School has made very good progress since its inception.

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

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| <b>Grade 2:</b> Good features and no important shortcomings |
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143. The judgment of the inspection team is higher than the judgment made by the school of Grade 3 in its self evaluation report.
144. Ringland Primary School has ample qualified and experienced teaching and non-teaching staff. They have a good range of specialist knowledge and experience to address the needs of all pupils, including those with SEN, those in vulnerable circumstances and those aged under five. The roles of subject co-ordinators are developing well.
145. Classroom assistants, and those with NNEB accreditation, work very efficiently as team members to have a positive impact on improving pupils' behaviour. Their expertise is well recognised and they are carefully deployed to further improve the standards pupils achieve.
146. Job descriptions are in place for all teaching and support staff and are updated regularly. Performance management reviews identify teachers' training needs and recognise roles of increased responsibility. They are closely linked to the SDP. The school administrator and secretary contribute very effectively to the smooth and efficient running of the administrative aspects of school life.
147. The school caretaker maintains the school buildings and grounds excellently. He has also played a key role in helping to reduce the level of vandalism the school used to suffer from. This has been greatly reduced in the last two years through the vigilance of the caretaker and other staff, coupled with the installation of security cameras, and the support of local residents.
148. The cleaner-in-charge works hard with her team to provide a clean learning environment for staff and pupils. Catering staff work conscientiously to provide pupils with a nutritious lunch, but the school has no onsite cooking facility, despite its size, and lunches have to be transported from the other side of Newport. As a result, pupils report that they are often lukewarm and unappetising.
149. The school has good learning resources which enhance learners' educational experiences. All classes have computers and the school has recently had installed a large computer suite and four, mobile, interactive whiteboards. However, the computer facilities are currently underused. Also the computer in the upper KS2 SNU class does not have internet access. The newly stocked library is equipped with a good range of colour-coded reading books and well presented fiction and non-fiction books, which include multi-cultural and ethnically diverse works. Book resources also include those by Welsh writers. Y6 pupils help others to choose books from the library regularly.

150. Displays throughout the school are bright, interactive and colourful. They celebrate pupils' achievements and reinforce good moral, social and multi-cultural messages. Mainly in KS2, displays provide vibrant examples of pupils' writing as well as artistic creations from a broad range of subjects across the curriculum.
151. The overall quality of the KS1 and KS2 accommodation is good, with bright, spacious classrooms, wide, airy, well-decorated corridors, toilets and cloakrooms, a newly refurbished staffroom, a well organised resource/music room, a withdrawal room, a well-equipped ICT room, a popular library and two large adjoining halls. However, the layout of the building requires the use of the halls as corridors and teaching spaces simultaneously.
152. KS1 pupils with SEN and nursery children are housed separately in a secure, spacious, single-storey building which is some distance from the main buildings. The interior walls of this building are brightly decorated with children's work and the nursery resources and equipment are well utilized, but the outside is shabby and in urgent need of improvement.
153. The spacious and well appointed grounds above the school are competently maintained. They comprise a yard for KS1 pupils and reception children and two adjoining areas for the KS2 pupils, the smaller of which is fenced. The hardcore areas and grassed field are used regularly for outdoor physical education. Benches situated near trees on the grassed areas help pupils to develop an increasing awareness of their environment.
154. The separate, fenced nursery provision is large but in urgent need of renovation to render it more effective for teachers to develop the full range of nursery children's physical, creative, environmental and social skills.
155. Subject co-ordinators regularly review, audit and make informed decisions to purchase resources. These are carefully costed and matched to priorities set out in the SDP. Major purchases are monitored carefully by the governing body, and their effectiveness is evaluated in reports from subject coordinators or the headteacher.
156. Over the past two years, staff and governors have worked successfully to ensure that the school provides good value for the money invested in it.

## Standards achieved in subjects and areas of learning

### The under-fives

**Grade 2:** Good features and no important shortcomings

157. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Learning.

### Nursery (ages 3 to 4)

#### Good features

**Nursery children's language, literacy and communication skills are good.**

158. Children engage imaginatively in the home corner, speak quietly on the telephone in the kiosk and co-operatively take part in role-play to develop topical vocabulary. They listen well to adults and begin listening to each other. Some ask and answer simple questions confidently. They show improving pencil control when making marks with a variety of media, including pencils, chalk and crayons. They know how to find the beginning and end of a book, and handle books correctly in the reading area.

**Nursery children's mathematical development is good.**

159. Children identify simple 2D shapes when using jigsaws and play dough shape cutters and some describe the basic properties of these shapes. They match, sort and count with confidence on the computer, showing good control of the large mouse. They complete puzzles with increasing dexterity and count 10 leaves into a basket. They build and stack, making good predictions and estimations. They know tall and short, and are learning to make comparisons.

**Nursery children's personal and social development is good.**

160. Many children play calmly and quietly alongside each other and are learning to share and take turns. Some children play co-operatively with each other. All the children enjoy the morning routines and eagerly choose activities from the wide range on offer. They willingly help to tidy up, express delight when they put their coats on independently and respond well to praise and encouragement.

**Nursery children's knowledge and understanding of the world are good.**

161. Children describe rough and smooth textures and freely sort these into groups. They show developing awareness of the seasons when talking about their autumn tree and readily identify primary colours. They explore pouring water

into various sizes of containers in the water tray and investigate texture when experimenting with a variety of implements in the sand.

### **Nursery children's physical development is good.**

162. Children jump, pedal, run, walk and crawl, showing developing physical dexterity and confidence. They have regular access to both outdoor and indoor play areas which are equipped with large and small apparatus; they use them well to develop a wide range of physical skills.

### **Nursery children's creative development is good.**

163. Children cut and stick Christmas angels with good, fine-motor control and increasing ability. They paint boldly and imaginatively. They draw pictures of people with increasing confidence and pencil control. They join in singing seasonal and topical rhymes, and eagerly play a variety of percussion instruments.

### **Shortcomings**

164. There are no discernible shortcomings.

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| <b>Reception (ages 4 to 5)</b> |
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### **Good features**

### **Reception children's language, literacy and communication skills are good.**

165. Children listen intently to staff, to each other and to stories on the listening centre. They know an increasing number of initial sounds using phonic strategies. Some children recognise a few simple words and write their names independently, many recognise their name and under write. Children develop more confident pencil control, establish correct letter formation and some know to keep their pencil on the paper until they have finished writing. Children willingly incorporate topic-related vocabulary into their imaginative role play in the baby clinic.

### **Reception children's personal and social development is good.**

166. All children exhibit a positive attitude to their work and play. They make choices well and show developing concentration for chosen tasks. They listen to each other in circle time, take turns when playing with toys and bikes and work co-operatively on a range of activities. They understand class routines and politely make their needs known to adults while regularly helping each other in a variety of ways.

### **Reception children's mathematical development is good.**

167. Most children know number concepts to three and count to 10 or 20 by rote. Some recognise and count, matching number to object to 10 on their number lines. The most able children recognise and count to 20 and then add one more. They all show increasing confidence in matching and naming a range of simple 2D shapes, including semi-circles. Some children know concepts such as longest and shortest and most understand simple prepositions of place.

### **Reception children's knowledge and understanding of the world are good.**

168. Children show good skills in using a digital mouse, when matching sounds to pictures and drawing pictures on the computer. Most children understand terms such as rough and smooth when sorting textured letters; more able children use three attributes to describe objects in a feely box. All readily join in with simple Welsh phrases and respond well to a range of simple Welsh commands in class and during a physical education lesson.

### **Reception children's physical development is good.**

169. Most children change into their shorts and T-shirts with very little assistance. All listen well in the hall and copy warm-up actions. Some are aware of what happens to the heart when they warm up, and all move confidently showing a good awareness of space. Most children can take baby and giant steps and they all show ability in marching and using various body parts when rolling and spinning. They handle mats, ropes and hoops safely and extend and adapt body movements to include these small apparatus.

### **Reception children's creative development is good.**

170. Children hold paint brushes correctly and paint 2D shapes confidently. They regularly paint imaginative pictures making their own choices of colours. All the children show improving ability in drawing their body. They use pastels with increasing accuracy, developing a range of techniques. They exhibit good control when using glue to stick a selection of rough and smooth objects in a collage. All readily sing and recite number rhymes, action songs and Happy Birthday in Welsh.

### **Shortcomings**

171. There are no discernible shortcomings.

## English

**Key stage 1:** Grade 2: Good features and no important shortcomings

**Key stage 2:** Grade 3: Good features outweigh shortcomings

### Good features

172. Most pupils in KS1 listen attentively to their teachers' explanations and to other pupils' contributions. They speak in a variety of contexts with increasing confidence and are keen to answer teachers' questions and offer their own comments and observations. They listen carefully to stories, can sequence events and retell stories using their own words.
173. Standards in reading are good in KS1. Pupils display a good understanding of the characters, settings and structure of stories. Some can identify grammatical conventions, such as an exclamation mark or a question mark in a big book. Most Y1 pupils recognise full stops and capital letters. They sequence events and retell a story well in their own words. With good adult support, they produce a range of interesting adjectives to describe nouns.
174. By the end of KS1, more able pupils read unfamiliar texts with confidence. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter and sound correspondences effectively when they meet an unfamiliar word.
175. Overall standards in spelling are good in KS1 and KS2. Many pupils have developed a good knowledge of the alphabetical order of letters.
176. Pupils make good progress during KS1, from emergent to independent writing. By the end of KS1, some write good stories using some of the key features of narrative. The handwriting of most is legible. They have a basic understanding of punctuation and know the meaning of terms such as author, publisher and illustrator.
177. Y2 pupils suggest some creative ideas for the ending to stories read aloud to the class. More able KS1 pupils write quickly and at some length. Their writing is well organised and they are starting to plan, draft and revise their work. Their writing is good when they write in response to stimuli that have inspired them.
178. Most pupils in KS2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and orally, in full sentences. They make satisfactory progress in speaking for different purposes and audiences and collaborate effectively in discussions.
179. Pupils in KS2 read aloud satisfactorily. The school has assessed pupils' progress in learning to read and its analysis shows that over 50 per cent have

below average reading skills. Nevertheless further analysis has shown that many make relatively good progress from a low initial level.

180. Pupils ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. They skim and scan the pages to find the answers to their questions and use dictionaries and thesauruses to find the meaning of unfamiliar words. Most pupils have a satisfactory understanding of the basic skills in reading, and are developing strategies to deal with unfamiliar words, and can discuss plot and character. Most can identify types of words such as nouns or verbs with close guidance but have difficulty in categorising word types without support.
181. Younger pupils in KS2 understand some of the characteristics of myths and legends through exciting lessons. As a result, when they write, they recall important facts and incidents, find appropriate adjectives and form more complex sentences well.
182. Most pupils in KS2 show an awareness of different degrees of formality in writing. Their handwriting in Y6 is usually neat and well-formed. Only a minority of KS2 pupils are familiar with the differences between fiction and non-fiction texts. They understand terms such as the blurb, contents, index and glossary and recognise that these are guides to finding information. Pupils in KS2 have some understanding of the differences between direct and indirect speech.
183. Standards of writing in Y6 are good, but overall, standards of writing are satisfactory in KS2. Pupils' work shows some command of the characteristics of persuasive and informational writing. Many pupils show a satisfactory use of punctuation. Many in Y6 develop a good vocabulary.
184. Most pupils in Y5 read and identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to decode figures of speech and they use them aptly. By Y6, pupils' skills in reading are satisfactory and they have a number of favourite authors. They are confident in discussing plot and character and have benefited from visits to the school by local authors. A few more able readers read with expression, using different voices for different characters.
185. Generally, the work of more able pupils is satisfactory, showing some use of adjectives, neat sentence construction and good punctuation.
186. When teachers use an interactive whiteboard with relevant text and images, it has a positive impact upon pupils' understanding.

### **Shortcomings**

187. In KS2, pupils' skills in oracy and the extended use of ICT for writing are underdeveloped.
188. Many pupils do not read regularly for enjoyment at home.

189. Generally, the extended, creative writing of a large minority of pupils in KS2, including those who are more able, is limited. Standards in handwriting are also underdeveloped and pupils in upper KS2 sometimes still use pencils for writing.
190. Pupils' understanding of the Welsh dimension in their study of English is limited.
191. In KS2, pupils' use of literacy across the curriculum is underdeveloped.

## Mathematics

**Key stage 1:** Grade 2: Good features and no important shortcomings

**Key stage 2:** Grade 2: Good features and no important shortcomings

### Good features

192. Most KS1 pupils recall mathematical facts quickly and accurately and apply them in their work, subtracting numbers confidently from 20. Most pupils understand subtraction and its associated vocabulary and subtract easily from 10.
193. Pupils all work well using laminated number lines and doubling to aid addition, subtraction and multiplication. They eagerly record their answers on whiteboards.
194. Y2 pupils know how to double effectively and practise using cycle wheels and two pence coins. They confidently use a range of different coins to make 50 pence.
195. Most pupils have good problem solving skills when adding on or taking away. They practise this with varying numbers of people getting on and off a bus. They all justify and explain their choices of mathematical actions.
196. KS1 pupils with SEN show increasing awareness of the value of coins and use them to purchase items in a shop, to match coins to price tickets and to sort and count coins.
197. Pupils in KS1 and KS2 enthusiastically participate in regular whole class mental warm-ups using the magic stick and number lines. They show increasing mathematical agility in tables and computation. Many pupils respond competently to quick-fire questions.
198. Pupils in lower KS2 show good understanding of reverse action in multiplication and apply this knowledge sensibly to games using dice. All pupils confidently engage in plenary sessions which reinforce learning objectives and develop them a step further.
199. Y3 pupils interpret problems using real life scenarios and the more able carry out up to three-step mathematical actions when purchasing Christmas presents for their family.

200. Pupils in KS1 and KS2 use mathematical language with increasing confidence to justify and explain their work to partners, groups or the class, prior to recording their answers.
201. A few pupils show competence in using the interactive whiteboard to reinforce mathematical concepts and most demonstrate developing numeracy skills when using computers.
202. Y3 pupils make good progress and show in-depth understanding of fraction concepts. They identify numbers to 100 in 10s, name tenths and know halves to ten.
203. Many pupils use addition and subtraction confidently when number crunching orally. Most pupils distinguish between fractions which are more than, or less than, a half.
204. Pupils use tally charts adeptly to record house points and count them up accurately each time points are added on, to keep a running total.
205. Y5 pupils recognise and describe the properties of a square, rectangle, and triangle within a prescribed amount of time. They recite the eight times table and answer related questions quickly.
206. Pupils accurately identify standard measures, and show a developing awareness of decimals when converting centimetres to metres.
207. More able pupils convert millimetres to metres, while some develop confidence in using strategies for multiplying by 10s and hundreds.
208. Many upper KS2 pupils plot co-ordinates accurately in diagonally opposite quadrants. Some plot in the four quadrants and understand the application of these skills to work in geography.
209. Pupils eagerly put the concepts to good use when playing a game of battleships in the plenary part of the lesson.
210. Upper KS2 pupils show excellent progress in understanding 'translation'. They respond quickly to time targets when writing properties of 3D shapes on their whiteboards, and competently add and subtract decimals using the magic stick.
211. Most pupils understand tenths, arrange them correctly on a velcro line and make good comparisons with decimals. Pupils record co-ordinates accurately on their whiteboards and plot with increasing confidence when using two, three or four quadrants on the interactive whiteboard.

### **Shortcomings**

212. Pupils make limited use of diagrams and graphs, which in turn limits their ability to interpret statistical information.

213. Pupils' limited computational skills, especially in middle KS2, slow down the progress they make when learning new mathematical concepts.

## Science

**Key stage 1:** Grade 2: Good features and no important shortcomings

**Key stage 2:** Grade 2: Good features and no important shortcomings

### Good features

214. Younger pupils in KS1 make good use of materials and equipment to investigate shininess. They compare sensibly the strength of light given off by different sources and say why reflective materials do not emit light in the dark.
215. Older pupils in KS1 use magnets effectively to sort magnetic from non-magnetic materials. They identify the properties of different materials and say how these are best used to make some everyday objects.
216. Throughout KS1, pupils develop an increasing vocabulary of scientific words so that by the end of the key stage pupils use words such as flexible and rigid, opaque and translucent accurately when discussing their work.
217. Pupils in Y3 gain a good knowledge of the effect of different fluid compounds upon their teeth through their experiments with eggs submerged in acidic and non-acidic liquids. They react with surprise when they observe the change some of the liquids have upon the egg shells.
218. Pupils in Y4 demonstrate a good understanding of the nature of electricity through the experiments they conduct. They know that many metallic substances act as good conductors and allow electricity to flow, whilst other non-metallic materials interrupt the flow and are therefore good insulators. Pupils talk knowledgeably about the pitfalls they encounter in setting up parallel and serial circuits.
219. In Y5, pupils plan and carry out their science investigations in logical sequences. They have a good understanding of fair testing and the necessity of changing only one variable at a time in their experiments. They understand that it is often necessary to repeat experiments to ensure validity in their test results. In their work on permeability they test the absorption levels of different natural materials using equipment carefully in order to achieve reliable results.
220. In their work on spinners, Y6 pupils build upon the knowledge and understanding they have gained previously and are confident in the science investigations they undertake. They are critical observers retesting diligently and altering the design of their test when need be. They are active problem solvers. Pupils make effective use of mathematical processes to aid the recording of results enhancing the quality of their investigations. They report their results and discuss the comparisons they make between their predictions and their findings with maturity.

## Shortcomings

221. There are no discernible shortcomings.

## Welsh as a second language

**Key stage 1:** Grade 2: Good features and no important shortcomings

**Key stage 2:** Grade 3: Good features outweigh shortcomings

## Good features

222. In KS1, pupils listen attentively to questions, concentrating well on known sentence patterns. They respond confidently, showing a sound understanding of vocabulary used in current work. Pupils' familiarity with spoken Welsh is developing well across the key stage and they understand a range of everyday words and sentence patterns. In Y2, pupils of all abilities respond well to simple commands and greetings and speak readily and confidently when engaging in simple conversations about the family. They pronounce words well.
223. In KS1, pupils read simple phrases and longer text accurately. Y1 pupils read familiar books such as 'Y Garej' fluently. The more able read unfamiliar texts such as the book 'Penblwydd Hapus' accurately. Y2 pupils use ICT to revise language patterns and read stories independently.
224. KS1 pupils begin writing for a number of different purposes. Pupils of all abilities write simple sentences, keep a weather record and label parts of a house well.
225. In KS1, pupils respond positively to the many opportunities for incidental Welsh both in the class and in the daily life of the school. Pupils in KS1 and KS2 know and sing a range of hymns and tunes in Welsh.
226. In KS2, pupils listen well. The more able engage in conversation readily and read accurately. More able Y6 pupils answer questions about Harri Morgan fluently in their hot-seating sessions. They develop a good recall of basic vocabulary, which they use correctly. Y3 pupils read from familiar texts such as "Y Frech Goch" with good pronunciation.
227. In KS2, pupils make good progress in writing. Pupils write for a range of purposes. Y6 pupils write a personal profile using both the present and past tenses. They sometimes make good use of their word processing skills, in their writing about Harri Morgan, for instance.

## Shortcomings

228. In KS2, pupils' understanding and use of incidental Welsh are insufficiently developed.

229. In KS2, pupils do not extend their learning of Welsh by using their knowledge of oral language patterns in a range of contexts.
230. In KS2, the reading in Welsh by a significant minority of pupils lacks accuracy and fluency and they make insufficient progress.

## Design and technology

**Key stage 1:** Grade 3: Good features outweigh shortcomings

**Key stage 2:** Grade 2: Good features and no important shortcomings

231. Only three lessons were taught during the inspection and judgment was also based on scrutiny of previous work and discussions with pupils.

### Good features

232. In KS1, pupils work busily with a broad range of materials and tools to develop the skills and understanding associated with designing, making and evaluating. They also develop an understanding of the importance of health and safety issues when using scissors, staples and glue. Pupils make good quality working models from a range of materials, including clay sculptures, puppets, wheeled vehicles and miniature houseboats. A minority of pupils in KS1 has good evaluative skills.
233. Younger KS2 pupils evaluate the best usage of materials and have made leather and cloth money-containers of good quality.
234. The standards achieved in upper KS2 are often good. Y5 pupils have made good quality models of monsters that move, with hinges and split pins. They have also worked constructively with pneumatics and recycled materials. Y6 pupils use technically appropriate words such as *structure* and *support* judiciously. They understand and have designed and tested weight-bearing structures of different materials and construction in a logical and co-operative way.
235. Y6 pupils manipulate tubing, card, string and split pins well in manufacture. Boys and girls work very positively together in groups. Y6 pupils gain a good understanding of the Welsh dimension through study of bridges and other large structures in Newport and Wales, comparing them sensibly to world-famous bridges and buildings. The initial quality of their models of bridges is good.

### Shortcomings

236. In KS1 design work, pupils do not extend their imaginative skills or evaluate their work in enough depth.
237. In lower KS2, pupils' understanding and use of the design and make process are underdeveloped. In their manufacture of money containers, many of the products were very similar with little individual creativity.

## Information technology

**Key stage 1:** Grade 3: Good features outweigh shortcomings

**Key stage 2:** Grade 3: Good features outweigh shortcomings

### Good features

238. Pupils learn to use ICT to communicate and handle information, to some degree, in a range of subjects. They have, occasionally, used a digital camera well to record their work.
239. In KS1, pupils have developed a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray and the pen. KS1 pupils use a mouse, icons and the screen pointer well.
240. KS1 pupils develop skills in word processing; they create and print simple sentences. Pupils with SEN in mainstream classes make good progress in literacy and numeracy by using appropriate computer programs, with good support from assistants.
241. KS1 pupils create good digital imagery in the style of Piet Mondrian, using the straight line and fill tools adeptly.
242. KS2 pupils find appropriate files on a hard disk and open and use them. They use computers to support their research, for example, by using digital encyclopaedias on multimedia compact discs. Pupils in Y5 use ICT to create impressive art work in the style of Paul Klee.
243. Pupils in KS2 explain the meaning and purpose of different file commands such as edit and print. Pupils in Y6 use the crop/resize features of Word effectively. Previously they have edited text in columns and set up word wrapping for a newspaper report.
244. Pupils have used computers satisfactorily to combine text and images. They have also explored, collected and presented information using a computer.

### Shortcomings

245. Pupils' skills in using the Internet effectively to research and gather information are limited.
246. Pupils have a limited understanding of file-naming conventions when saving their work.
247. Pupils do not use computers or interactive whiteboards enough across the curriculum.
248. Pupils with SEN in SNU classes have underdeveloped capabilities in ICT.

## History

**Key stage 1:** Grade 2: Good features and no important shortcomings

**Key stage 2:** Grade 2: Good features and no important shortcomings

### Good features

249. Y1 pupils compare travel long ago with methods of travel nowadays in a perceptive way. They use block graphs well to show how they travel to school. All pupils write descriptively about changes in the ways they have travelled since being a baby and complete questionnaires on how their parents used to travel.
250. Y2 pupils write descriptively about Mary Seacole in the third person. Some pupils write empathetically when describing the daily chores of Mari Jones, or her search for a Bible in the Welsh language, 200 years ago.
251. Pupils competently describe what school life was like after hearing the story of Owen Edwards and his teacher's cane and give informed opinions about whether or not they would like to have gone to school then. They give detailed opinions about why they would not like to wear a 'Welsh Not', and enthusiastically describe related artefacts.
252. Y3 pupils describe vividly their visit to a Roman fort where they dressed up in Roman costumes. They know about many different types of Roman buildings and write sympathetic letters home to Rome, imagining that they are homesick soldiers.
253. Pupils write descriptions independently explaining the uses of a variety of Roman and Celtic artefacts, and boldly draw imaginative Celtic roundhouses.
254. Pupils make good use of a history glossary to record and define historical terms of which they are unsure. They accurately recall many of the main facts which they have encountered in a topic review.
255. Y4 pupils talk confidently about the Divine Right of Kings in their work on King Charles 1<sup>st</sup> and the causes of the English Civil War. More able pupils show a good understanding of the meaning of civil war and name some of the battles fought, and armour and weapons used. They readily translate bullet-pointed information into sentences to describe the sequence of events leading up to the English Civil War.
256. Y6 pupils have a well-developed sense of chronology. They competently name important people from the past and know how to use a time line. Most pupils securely sequence the development of ships through the ages from Roman galleons, to WWII freighters and submarines.
257. They confidently describe why ships through the ages are made of a wide variety of materials, why they are powered in different ways and how this affects their

speed. They justify their opinions and are quick to ask detailed questions to find out more.

258. Y6 pupils show increasing adeptness at using skimming and scanning techniques when using a range of secondary sources during research about WWII ships.
259. More able pupils in Y6 clearly describe the difference between primary and secondary sources. They keenly use the Internet, topic books from the school and county libraries and the Interactive Whiteboard to develop and extend their learning.
260. Pupils enthusiastically produce a range of historically-related posters and write in a range of styles to build on their understanding of historical knowledge. Many in KS2 engage enthusiastically in their history work.

### Shortcomings

261. There are no discernible shortcomings.

## Geography

**Key stage 1:** Grade 2: Good features and no important shortcomings

**Key stage 2:** Grade 2: Good features and no important shortcomings

### Good features

262. Younger pupils in KS1 have an increasing understanding of the difference between physical and human features in the landscape. Many sort these features accurately and use appropriate reasoning to arrive at their decisions.
263. Pupils know about the nature of locations and identify where they live on a large scale map. They begin to understand the idea of scale by drawing a map to show whether they live near or far away from school.
264. Older pupils in KS1 have a good knowledge of the characteristics of the place they inhabit. They know that Newport is in Wales and that Cardiff, the capital of Wales, is not far away.
265. They compare perceptively their home locality with places they have been to on holiday. They know why it is important to protect their skin against the harmful effects of the sun. More able pupils develop a good knowledge of world geography. They know for example that when it is dark on one side of the world it is light on the other, and that, although it cannot be felt, the world is turning and that it travels around the sun.
266. Younger pupils in KS2 discuss intelligently the effects of building a supermarket in their locality. They know their local environment well and analyse the economic

advantages of having a nearby superstore, whilst also identifying the harmful effects it might have upon wildlife.

267. Older KS2 pupils use good direction-finding techniques to identify routes from Newport to Cardiff. In groups, they describe the attractive features of various places of interest in and around Cardiff and they present cogent arguments for visiting one place rather than another.
268. By the end of KS2, pupils compare, in detail, their own home locality with Lesotho in Southern Africa, in terms of climate, economic activity, lifestyle and quality of life.
269. They have a good knowledge of the physical features of Wales. They use maps well and apply six-figure co-ordinates to locate places on Ordnance Survey maps.

### Shortcomings

270. There are no discernible shortcomings.

|            |
|------------|
| <b>Art</b> |
|------------|

**Key stage 1:** Grade 3: Good features outweigh shortcomings

**Key stage 2:** Grade 2: Good features and no important shortcomings

### Good features

271. In KS1, pupils use pencils of varying widths and hardnesses to record marks on paper to make recognisable illustrations of events from a story.
272. Y2 pupils show good progress in work on producing detailed pictures of a range of objects after looking through a viewfinder. They subsequently take photographs of their completed images to make comparisons with the initial object.
273. A few pupils use shading and smudging techniques, while most pupils draw with hard lines to create a storyboard.
274. Y3 pupils enthusiastically create Celtic prints from stencils and blocks which they have previously made. They explain the processes involved from creating the Celtic patterns on a computer, to cutting out the stencils, tracing them out on polystyrene and finally, carefully pressing out the design to make the block.
275. Pupils know how to mix primary colours to make secondary colours and do so competently using an interactive whiteboard. Many pupils understand contrasting colours and use them to good effect when printing patterns. Some define the making of secondary out of primary colours as “colours jumping out”.

276. All pupils show a developing use of varied brush strokes; many use the term 'stippling' and apply the skill expertly.
277. KS2 pupils evaluate their work as it progresses. They positively suggest ways of achieving better effects. Pupils are stimulated and enthusiastic about their artwork. They keep to task well and are proud to describe their artistic achievements at length.
278. Pupils with SEN in Y5 and Y6 show excellent concentration in using sweeping brush strokes, when creating watercolour backgrounds for pencil drawings of local landscapes.
279. KS2 pupils design and create useful, three-dimensional pots which they decorate in bright colours. They also make realistic Torah scrolls with Hebrew writing to adorn a display board.
280. KS2 pupils know about the styles and work of famous artists and use pastels or computers adeptly to draw in the styles of artists such as Monet, Gauguin and Van Gogh. Y3 pupils imaginatively produce paintings in the style of Salvador Dali, and Y5 and Y6 pupils competently generate a very good range of modern art work using a computer, in the styles of Mondrian, Pollock, Klee and Picasso.
281. Y5 pupils experiment intently using a range of brushes to achieve different effects. They confidently justify choices of brush prior to painting still-life pictures and use their knowledge of tone and texture to accurately describe their work and improve its quality. Some Y5 pupils expertly apply lighter colours first, putting darker colours on later to give depth and shading to their still-lives.
282. Pupils in Y6 produce excellent pencil drawings of a range of Tudor and Stuart sailing ships from varying angles and distances, showing good awareness of space and form. They competently use shading, hatching and straight lines to convey detail in planking, crow's nests, sails and masts.

### **Shortcomings**

283. In KS1, the quantity of pupils' art work is low and they have limited experience and understanding of three-dimensional art.
284. In KS1, pupils' skills in their uses of sketchbooks are underdeveloped in showing how their ideas are planned, sketched and developed, prior to the final outcome.
285. Pupils in KS2 have little knowledge of the work and styles of Welsh artists.

## Music

**Key stage 1:** Grade 3: Good features outweigh shortcomings

**Key stage 2:** Grade 3: Good features outweigh shortcomings

### Good features

286. Pupils in KS1 learn new songs quickly and respond naturally to rhythm using various parts of their bodies.
287. A majority of pupils successfully keeps a steady beat in time to music and recognise when the tempo changes.
288. Younger pupils have a good knowledge of the names of musical instruments they use and develop good understanding of the duration of musical sounds when playing musical instruments.
289. In KS2, younger pupils perform raps with confidence and enjoyment. They appraise their performances positively and make sensible and thoughtful suggestions to improve their presentations.
290. Older pupils are familiar with the characteristics of musical rounds and successfully build upon this knowledge in their exploration of pitch. They read basic music scores and make accurate observations of the similarities and differences in the compositions they read.

### Shortcomings

291. Pupils throughout the school have a rudimentary knowledge of famous composers, or the music of Wales.
292. Although pupils in KS1 and KS2 sing enthusiastically, particularly during acts of collective worship, their knowledge of good singing techniques is basic and this leads to a lack of vitality and variety in their performances.
293. Pupils lack confidence in using specific musical terminology when describing elements of the music they perform or listen to.

## Physical education

**Key stage 1:** Grade 2: Good features and no important shortcomings

**Key stage 2:** Grade 1: Good features some of which are outstanding

### Good and outstanding features

294. Generally, pupils change into appropriate clothing to participate in lessons. They are aware of safety issues, such as those arising from wearing jewellery.
295. Pupils in KS1 give good reasons for having a warm up before the main part of the lesson and to discuss the changes which occur to their heart rate and body temperature.
296. Y2 pupils apply themselves well to warm-up sessions at the beginning of lessons. All pupils listen attentively, move confidently and respond accurately to instructions.
297. Y2 pupils show good agility and co-ordination as they zigzag around the hall, exploring different paces of movement. They develop increasingly good spatial awareness in mirroring the actions of their partners.
298. KS2 pupils take turns sensibly and are well aware of safety issues. They perform a range of travelling movements well. They create movements in short sequences with developing accuracy and control on the floor before trying them out on apparatus.
299. Y3 pupils perform choreographed, symmetrical movements well, showing a sense of stillness and a good sense of performance.
300. Pupils in KS2 work well with their partners, helping each other to follow instructions and develop the skills identified in the lesson's learning objective. They understand the importance of warming up before and cooling down after lessons.
301. KS2 pupils get regular opportunities to learn to swim. Staff at the swimming pool regularly assess their progress over the year and most complete 25 metres by the end of Y6.
302. Lower KS2 pupils have good skills in ball control. They practise and refine high passes and chest passes with considerable success.
303. Boys and girls in KS2 participate with enthusiasm in dance, but girls tend to be more athletic, graceful and gifted dancers than boys. Pupils with SEN gain great benefits from being included fully in mainstream dance lessons. Most pupils perform choreographed movements which involve variations on a theme with a partner.

304. Y6 pupils achieve good standards in gymnastics. Many perform forward and backward rolls, jumps, tucks, curls and balances well and a few show outstanding ability. Their finishing positions are of particularly high quality.
305. Y6 pupils develop their skills in rock-climbing, abseiling, canoeing and orienteering whilst attending residential visits at outdoor pursuits centres.
306. Many pupils enhance their physical performances by their involvement in extra-curricular activities, including gymnastics, hockey, rugby, football and netball. A few pupils perform successfully at regional level. After-school clubs are well attended. Pupils are also involved successfully in extra-curricular sporting competitions in the school and the wider community.

### **Shortcomings**

307. There are no discernible shortcomings.

## **Religious education**

**Key stage 1:** Grade 2: Good features and no important shortcomings

**Key stage 2:** Grade 2: Good features and no important shortcomings

### **Good features**

308. In KS1, pupils have a good knowledge of Christian festivals. They remember the story of the birth of Jesus and, in particular, the people who visited him and the gifts they gave. They know that Christians remember the death of Jesus at Easter time and recall the events that took place then. Pupils in KS1 talk knowledgeably about Christian celebrations such as marriage and baptism. They understand in some detail the rituals involved in christening.
309. KS1 pupils know about Moses and remember the story of the parting of the Red Sea. They know that Sabbath and Hanukah are special times for Jewish people and describe clearly some of the events that happen at those times.
310. In KS2, younger pupils have visited a church and show a good knowledge of its furniture and the use to which it is put. They know about the nature of worship and the significance of the bread and wine in the Christian service of Eucharist.
311. Older pupils in KS2 use the knowledge they gain from their study of different religions to compare the lifestyles, rituals and beliefs of each of them. They compare, for example, the rituals that are part of a Christian wedding with those of a Jewish wedding. They have good knowledge of religious artefacts and know that the Jewish Torah, the Christian Bible and the Islamic Koran are all holy books.
312. KS2 pupils enjoy relating the story of the first Jewish Passover and particularly that concerning the seven plagues inflicted upon the Egyptians. They have good recall of the significance of the Jewish Feast of the Passover.

313. They identify the qualities needed to be a good leader now and compare them with those possessed by leaders of the past.
314. Older pupils in the KS2 SNU classes model carefully in clay the furniture and religious artefacts seen on a recent visit to a church. They confidently explain how the church furniture is used in Christian worship. They have a good understanding of the symbolism the artefacts represent.

### **Shortcomings**

315. There are no discernible shortcomings.

### **School's response to the inspection**

316. We are very pleased that the report recognises that Ringland Primary School is a good school. The findings confirm that the school has made significant strides in improving the quality of teaching and learning since the amalgamation in September 2002.
317. The inspection has highlighted the way the school responds well to pupils' learning needs and provides good opportunities for pupils to learn well and experience a broad and balanced curriculum.
318. The inspection also identified that pupils have consistently good behaviour, which together with positive attitudes to learning, contribute significantly to their standards of achievement and to the quality of school life.
319. Our children are enthusiastic learners who enjoy their work and play and are always keen to do their best, and the inspection team has recognised the school as a happy, supportive and orderly community where pupils of all ages are courteous, polite and relate well to each other.
320. The skills, dedication and hard work of all staff at Ringland have been recognised and the report acknowledges that one of the school's major strengths is the high quality of care, guidance and support.
321. In order to improve the school further, an action plan will be put into place to address the recommendations in the report. Where it is possible to do so, staff and governors will start to address many of the recommendations before the end of the current school year. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents.
322. The school is proud of its pupils and staff and their achievements over the last two years. It prides itself on a commitment to becoming a learning organisation capable of developing each individual to their full potential in a positive happy and caring environment, where staff, governors, pupils and parents work together to achieve shared success.

## Appendix A

### Basic information about the school

|                     |  |
|---------------------|--|
| Name of school      | Ringland Primary School                                    |
| School type         | Community  |
| Age-range of pupils | 3 to 11  |
| Address of school   | Dunstable Road<br>Ringland<br>Newport                      |
| Post-code           | NP19 9LU   |
| Telephone number    | 01633 272308   |
| Headteacher         | Mr Kerry Waters  |
| Date of appointment | 1 <sup>st</sup> September 2002                             |
| Chair of governors  | Mr John Jenkins  |
| Reporting inspector | Mr Robert Alun Isaac                                       |
| Dates of inspection | 29 <sup>th</sup> November to 2 <sup>nd</sup> December 2004 |

## Appendix B

### School data and indicators

| Number of pupils in each year group |            |    |    |    |    |    |    |    |       |
|-------------------------------------|------------|----|----|----|----|----|----|----|-------|
| Year group                          | N<br>(fte) | R  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils                    | 19.5       | 22 | 27 | 31 | 37 | 37 | 33 | 48 | 254.5 |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 12        | 1         | 12.5                       |

| Staffing information   |      |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 24:1 |
| Pupil: adult (fte) ratio in nursery classes                        | 3:1  |
| Pupil: adult (fte) ratio in special classes                        | 3:1  |
| Average class size, excluding nursery and special classes          | 24   |
| Teacher (fte): class ratio   | 1:1  |

| Percentage attendance for three complete terms prior to inspection |      |      |      |              |
|--|------|------|------|--------------|
| Term   | R    | KS1  | KS2  | Whole School |
| Autumn 2003  | 86.5 | 92.6 | 89   | 90.8         |
| Spring 2004  | 85.1 | 93.9 | 92.3 | 93.1         |
| Summer 2004  | 84.2 | 90.2 | 89   | 89.6         |

|  |    |
|--|----|
| Percentage of pupils entitled to free school meals             | 43 |
| Number of pupils excluded during 12 months prior to inspection | 6  |

## Appendix C

### Results of National Curriculum assessments and public examinations

| National Curriculum Assessment KS1 Results: 2004 |                    | Number of pupils in Y2: 38 |   |    |    |    |    |    |
|--|--------------------|----------------------------|---|----|----|----|----|----|
| Percentage of pupils at each level               |                    |                            |   |    |    |    |    |    |
|  |                    |                            | D | W  | 1  | 2  | 3  | 2+ |
| ENGLISH:   | Teacher Assessment | School                     | 0 | 8  | 13 | 63 | 16 | 69 |
|  |                    | National                   | 0 | 4  | 13 | 63 | 20 | 83 |
| EN: Reading                                      | Teacher Assessment | School                     | 0 | 8  | 13 | 53 | 26 | 79 |
|  |                    | National                   | 0 | 4  | 14 | 54 | 28 | 82 |
| EN: Writing                                      | Teacher Assessment | School                     | 0 | 13 | 8  | 79 | 0  | 87 |
|  |                    | National                   | 0 | 5  | 13 | 71 | 10 | 81 |
| EN: Speaking and listening                       | Teacher Assessment | School                     | 0 | 8  | 11 | 66 | 16 | 82 |
|  |                    | National                   | 0 | 2  | 11 | 64 | 22 | 86 |
| MATHEMATICS                                      | Teacher Assessment | School                     | 0 | 11 | 5  | 71 | 13 | 84 |
|  |                    | National                   | 0 | 2  | 9  | 61 | 26 | 87 |
| SCIENCE  | Teacher Assessment | School                     | 0 | 8  | 11 | 53 | 29 | 82 |
|  |                    | National                   | 0 | 2  | 10 | 68 | 20 | 88 |

| KS1 CORE SUBJECT INDICATOR: Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment |    |
|---|----|
| In School:  | 79 |
| In Wales:   | 80 |

| National Curriculum Assessment KS 2<br>Results:2004 |                    |          |   |   |   |   | No. of pupils in Y6: 46 |    |    |    |    |    |
|---|--------------------|----------|---|---|---|---|-------------------------|----|----|----|----|----|
| Percentage of pupils at each level                  |                    |          |   |   |   |   |                         |    |    |    |    |    |
|   |                    |          | D | A | N | W | 1                       | 2  | 3  | 4  | 5  | 4+ |
| English   | Teacher assessment | School   | 0 | 0 | 0 | 2 | 2                       | 20 | 23 | 39 | 14 | 53 |
|   |                    | National | 0 | 0 | 1 | 0 | 1                       | 5  | 16 | 45 | 29 | 74 |
|   | Test/Task          | School   | 5 | 0 | 0 | 0 | 0                       | 23 | 18 | 41 | 14 | 55 |
|   |                    | National | 0 | 2 | 0 | 1 | 0                       | 4  | 12 | 41 | 38 | 79 |
| Mathematics   | Teacher assessment | School   | 0 | 0 | 0 | 5 | 0                       | 16 | 25 | 36 | 18 | 54 |
|   |                    | National | 0 | 0 | 0 | 0 | 1                       | 4  | 19 | 46 | 27 | 73 |
|   | Test/Task          | School   | 0 | 0 | 0 | 0 | 0                       | 11 | 25 | 39 | 16 | 55 |
|   |                    | National | 0 | 2 | 0 | 0 | 0                       | 4  | 19 | 43 | 30 | 73 |
| Science   | Teacher assessment | School   | 0 | 0 | 0 | 5 | 0                       | 9  | 25 | 43 | 18 | 61 |
|   |                    | National | 0 | 0 | 0 | 0 | 0                       | 2  | 13 | 49 | 33 | 81 |
|   | Test/Task          | School   | 0 | 0 | 0 | 0 | 0                       | 2  | 13 | 49 | 35 | 84 |
|   |                    | National | 0 | 3 |   | 0 | 0                       | 1  | 10 | 47 | 38 | 88 |

| <b>CORE SUBJECT INDICATOR:</b> Percentage of pupils attaining at least level 4 in mathematics, science, and English |    |                |    |
|---|----|----------------|----|
| By Teacher Assessment   |    | by Test        |    |
| In the school:  | 50 | In the school: | 50 |
| In Wales:   | 68 | In Wales:      | 70 |

- 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 D

### **Evidence base of the inspection**

The inspection team of five inspectors, including the lay inspector, was at the school for a total of 16 inspector days. During this time, all teachers were visited and all classes were seen. A total of 86 sessions, part sessions or interactions were observed and a wide range of pupils' work was scrutinised. Twenty formal notes were taken about other aspects of school life. Inspectors talked to pupils about their work and life in the school and listened to them reading their own work and extracts from class reading books.

The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, deputy headteacher, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with 11 governors and all staff, and three parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 44 parents were also analysed.

## Appendix E

### Composition and responsibilities of the inspection team

| Inspector            | Type                 | Aspect Responsibilities   | Subject Responsibilities   |
|----------------------|----------------------|---|--|
| Mr Robert Alun Isaac | Registered Inspector | Leading on Key Question 1, Key Question 2 and Key Question 5.                     | English<br>Design Technology<br>Information Technology<br>Physical Education |
| Mrs Linda Pedelty    | Team Inspector       | Leading on Key Question 3 and Key Question 7                                      | Mathematics<br>History<br>Art<br>Early Years                                 |
| Mr Kerry Knapper     | Team Inspector       | Leading on Key Question 6   | Science<br>Geography<br>Music<br>Religious Education                         |
| Mrs Delyth Parris    | Team Inspector       | Leading on Key Question 4   | Welsh 2 <sup>nd</sup> Language   |
| Mrs Janet Warr       | Lay Inspector        | Contributing to Key Question 1, Key Question 3, Key Question 4 and Key Question 5 |  |

### Acknowledgement

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