



Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate
For Education and Training in Wales



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE

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

**Rogerstone Primary School
Ebenezer Drive
Rogerstone
Newport
NP10 9YX**

Report by H M Inspectors

School Number: 680/2276

Date of Inspection 17 - 20 June 2002

© Crown Copyright 2002

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Curriculum nomenclature and key stages

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

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Year 1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Year 13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Year	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Year 1 and Year 2; key stage 2 of Year 3 to Year 6; key stage 3 of Y7 to Y9; key stage 4 of Year 10 and Year 11 (which is the final year of compulsory education).

Grade descriptions

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

Contents

Context

The school and its priorities	1
-------------------------------	---

Main findings

The main findings of the report	1
---------------------------------	---

Educational Standards achieved by pupils

Standards achieved in subjects and areas of learning	5
Standards achieved in key skills across the curriculum	5

Ethos of the school

Pupils' spiritual, moral, social and cultural development	6
Behaviour and attitudes	7
Attendance	8

Quality of education

Teaching	8
Assessment, recording and reporting to parents	9
Curriculum	10
Support, guidance and pupils' welfare	10
Provision for pupils with special educational needs	11
Partnership with parents and community, schools and other institutions	13
Partnership with industry	14

Management

Quality of self-evaluation and planning for improvement	14
Leadership and efficiency	15
Staffing, accommodation and learning resources	16

Subjects and areas of learning

Standards achieved by pupils

Provision for the under-fives	17
English	19
Mathematics	21
Science	22
Welsh second language	23
Design and technology	23
Information technology	24
History	25

Geography	26
Art	26
Music	27
Physical education	28
Religious education	29

School improvement

Progress since the last inspection	30
Key issues for action	31

Appendix

Basic Information About the School	32
School Data and Indicators	32
Results of National Curriculum Assessments	35
The Evidence Base of the Inspection	36
Composition and Responsibilities of the Inspection Team	37

1. Context

The school and its priorities

Rogerstone Primary School is situated on the campus of a community centre and serves the area of Rogerstone within the boundaries of the city of Newport. The school, erected in 1976, is purpose built of modern design to cater for 279 pupils. During the inspection there were 269 pupils on roll. Pupil numbers have risen by almost 20% in the past year, but are at the same level as the time of the last inspection in May 1997.

The school considers that the residential area from which three quarters of the pupils are drawn is neither prosperous nor economically disadvantaged. A quarter of pupils are drawn from an economically disadvantaged area. Seventeen per cent of pupils are registered as being entitled to free school meals: this is 12% lower than at the time of the last inspection and below the all-Wales figure of 20%.

The school describes its intake as covering the full ability range. Fifty-six pupils (21%) are identified by the school as having some degree of special educational need (SEN), including twenty-four pupils who have statements of educational need. None of the pupils come from a home where Welsh is the first language. Pupils are taught in eleven classes, three of which form the learning centre for pupils with special educational needs. Pupils from outside the school's catchment area also attend the learning centre. The school has a nursery, which most children attend on a part time basis.

The school's mission statement is: 'To nurture a confident individual who values himself and has high expectations and a positive attitude to learning which enables him to take up the challenges of living within a community.' The school priorities for development in 2001-2002 include: science; information and communications technology; religious education; Welsh second language; school self-evaluation; and primary and secondary transition.

2. Main findings

Rogerstone Primary School is an improving school, which has made good progress since the last inspection. The headteacher, staff and governing body have a clear, shared vision for developing and improving the school. The efforts and activity of all have been well focused on improving standards of achievement and making teaching and learning better for pupils.

- The educational provision for the under fives successfully promotes the desirable outcomes for children's learning and is appropriate to their needs. Standards of achievement in the six areas of learning are as follows:

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

- Standards of achievement in the subjects of the National Curriculum in key stage 1 and key stage 2 are as follows:

Subject	Key Stage 1	Key Stage 2
English	Satisfactory	Good
Mathematics	Satisfactory	Good
Science	Satisfactory	Good
Welsh second language	Good	Good
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Good
Geography	Good	Good
Art	Very Good	Very Good
Music	Satisfactory	Satisfactory
Physical Education	Good	Good
Religious Education	Satisfactory	Satisfactory

- Over the past four years, the school's results in the National Curriculum statutory tasks and tests show year on year improvement. The standards of pupils' achievements at the end of key stage 1, in 2001, were just below national norms. In key stage 2, in 2001, pupils' achievements were just above national norms. While pupils' achievements in key stage 1, in 2002, have remained at about the same level, the provisional results of pupils' achievement indicate substantial improvement in key stage 2.
- When compared with similar schools in Wales, the 2001 teacher assessment results in mainstream key stage 1 are above the average in English, mathematics and science. In mainstream key stage 2 in 2001, test results are well above the average in English and science and below the average in mathematics.
- Children in the early years make good progress in all the key skills. In key stage 1 and key stage 2, pupils achieve good standards in speaking, reading and numeracy. Their standards in listening, writing and information and communications technology (ICT) are satisfactory.

- The provision for pupils with special educational needs (SEN) is good in the learning centre: pupils make good progress and achieve good standards relative to their ability. The provision for pupils with SEN in the mainstream school is satisfactory. Pupils make satisfactory progress in line with their individual needs and abilities.
- Provision for pupils' moral, social and cultural development is good. The values of caring and mutual respect encouraged by the school are clearly evident. Pupils are well aware of the linguistic and cultural heritage of Wales. Pupils' awareness of other faiths and cultures is less well developed. Pupils' spiritual development is satisfactory. Opportunities for pupils to explore their own thoughts, ideas and concerns, through quiet, focused reflection, are under-developed.
- The standard of pupils' behaviour and their attitudes to learning are good. The school is a happy and supportive learning environment, based on good relationships and respect between adults and pupils. The school has very effective procedures for promoting good behaviour.
- Attendance levels and punctuality are satisfactory. There are appropriate procedures in place to monitor and follow up absences.
- The quality of teaching is satisfactory or better in almost all the lessons observed. In nearly 60% of the lessons, the teaching is good and it is very good in a further 10%. Teachers have a sound knowledge of the desirable outcomes for children's learning, the statutory curriculum and religious education. They know their pupils well and establish good relationships with them. They provide valuable individual support and offer praise and encouragement. They use good questioning techniques to enable pupils to provide extended responses and develop their understanding of the work studied. Where teaching has shortcomings, too much of the work is the same for all pupils. This limits pupils' progress, especially for the more able.
- The overall quality of assessment is satisfactory. The quality of recording and reporting is good. The quality of teachers' marking is consistently good: comments indicate how pupils can improve their work. The monitoring and assessment of pupils' academic progress is not yet fully developed in order to further guide pupils' learning.
- The curriculum is broad and balanced and meets statutory requirements. The school provides pupils with many rich, stimulating experiences. Educational visits, visitors to the school and the very wide range of extra-curricular activities and team games contribute greatly to pupils' experiences and skill levels. Homework also makes a valuable contribution to pupils' learning. Planning for pupils to work independently on open-ended tasks and to take more responsibility for their own learning is under-developed.
- The quality of provision for the support and welfare of pupils is good. The school provides a safe and secure environment where all pupils are equally valued and treated with understanding and respect. Pupils' personal and social development is effectively supported through the curriculum and all aspects of school life.

- Partnership with parents and the community, schools and other institutions is very good. This is a major strength of the school. Parents are kept well informed and value the openness and approachability of the school staff. A significant number of adults in the community make positive contributions to pupils' learning. The school is an integral part of the community. There are very effective arrangements for the transfer of pupils to the secondary school. Partnership with industry is satisfactory.
- The quality of self-evaluation and planning for improvement are good. The headteacher, staff and governing body have a clear, shared vision for developing and improving the school and have established an effective culture of self-improvement. The efforts and activity of all have been focused on improving standards of achievement and making teaching and learning better for pupils. Some aspects of planning for school improvement and target-setting need further refinement.
- The school is well led. The headteacher gives the school a clear direction and is ably supported by his deputy. With other staff, they are successful in creating a caring environment and an atmosphere that is conducive to learning. The governing body is very knowledgeable and fully involved in the life and work of the school. Its members are fully committed to their role and they have a positive impact on the school's progress and development.
- Overall, the school's staffing, accommodation and resources are good and are used effectively to promote pupils' achievement. A good team spirit exists throughout the school. Staff are well motivated, keen to take responsibility and work hard to provide the best for pupils. Many teachers are recently qualified and have benefited greatly from good quality support gained through induction, appraisal and training provided by the LEA and the school. The school buildings and grounds are spacious and well maintained. Good quality, attractive displays are a feature of the school and have a positive impact on pupils' attitudes to learning. The limited outdoor play area in the nursery and lack of access to large play equipment for reception pupils inhibits aspects of children's physical development.
- Since the last inspection, the headteacher, staff and governors have concentrated effectively on school improvement. They have been particularly successful in improving the ethos and environment and developing pride in the school. As a result, the school's reputation within the community is stronger. This has had a positive impact on pupils' standards of achievement, particularly in key stage 2. Overall, the school has made good progress in addressing the key issues identified in the previous inspection report.

3. Educational standards achieved by pupils

Standards Achieved in Subjects and Areas of Learning

- Pupils' standards of achievement are very good in 5% of lessons, good in 52% and satisfactory in 41%. Standards of achievement are unsatisfactory in the remaining 2% of lessons.
- Children under five make progress and achieve good standards in language, literacy and communication, personal and social development, mathematical development, knowledge and understanding of the world and creative development. They achieve satisfactory standards in physical development.
- In key stage 1, standards are good in Welsh second language, design technology, geography and physical education and very good in art. They are satisfactory in English, mathematics, science, information technology, history, music and religious education.
- In key stage 2, standards are good in English, mathematics, science, design technology, history, geography and physical education and very good in art. They are satisfactory in information technology, music and religious education.
- Pupils with SEN in the learning centre make good progress and achieve good standards relative to their ability. Pupils with SEN in the main school achieve satisfactory standards.
- Over the past four years, the school's results in National Curriculum assessments have shown year on year improvement. Also, over the same period, more pupils are achieving the higher levels in key stage 1 (level 3) and in key stage 2 (level 5).
- When compared with similar schools in Wales, the 2001 teacher assessment results in mainstream key stage 1 are above the average in English, mathematics and science. In mainstream key stage 2 in 2001, test results are well above the average in English and science and below the average in mathematics.
- While pupils' achievements in key stage 1, in 2002, have remained at about the same level, the provisional results of pupils' achievement indicate substantial improvement in key stage 2. These pupils achieve high standards in English, mathematics and science.
- In both key stages, girls perform better than boys. The school is aware of this issue and is addressing the under-achievement of boys through consideration of appropriate teaching strategies and more stimulating resources.

3.2 Standards achieved in key skills across the curriculum

- Children who are under-five make good progress in applying and improving their developing skills in early literacy and numeracy across the six areas of learning. In the reception class, some able children achieve very good standards in literacy.

- Most children use ICT confidently and this supports their learning.
- In both key stages, standards are good in speaking. Most pupils express themselves clearly and confidently, using appropriate vocabulary and terms to discuss their work.
- Standards in listening are satisfactory. While most pupils are attentive, some are unable to listen thoughtfully as they participate in discussion of ideas. A significant minority do not pay close enough attention to what others say.
- Standards in reading are good. Pupils show enthusiasm for reading and use an appropriate range of books and other sources to obtain information. As they progress through the school they develop a good range of information retrieval skills.
- Standards in writing are satisfactory. While there are some good examples of writing across the curriculum, such as writing from the viewpoint of others in history, the good standards that pupils usually achieve in literacy sessions are not always sustained in their work in other subjects.
- Pupils in the learning centre make good progress in developing key skills.
- Standards in numeracy across the curriculum are good. Work in subjects such as science, design technology, geography and physical education contribute well to pupils' numeracy skills. On occasion, pupils' skills of mental recall are less secure.
- Pupils' skills in word-processing and the use of the Internet across the curriculum are progressing well and some pupils often achieve good standards. Pupils' ICT skills in data handling and modelling are insufficiently developed.

4. Ethos of the school

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' moral, social and cultural development is good. It reflects the school's positive ethos; pupils' response to this provision is good. Pupils' spiritual development is satisfactory.

- The school is a happy and supportive learning environment based on good relationships and respect between adults and pupils. Pupils feel valued as individuals and this helps establish their self-confidence.
- The school provides a clear moral framework for pupils. Staff are good role models, and are consistent and fair in their approach. This ensures that pupils develop a clear awareness of 'right' and 'wrong' and a sense of fair play.

- All pupils have a good range of opportunities to develop their social awareness through, for example, visits into the community and raising money for charities. Pupils develop an understanding for people who are less fortunate than themselves. They are encouraged to respect their environment and each other. The wide range of extra-curricular activities, adds to pupils' enjoyment and experiences.
- The Cwricwlwm Cymreig is well developed. It has a high profile through its inclusion in the curriculum and life of the school. Local culture and heritage are promoted well and effectively enhanced through visits to places that are significant to the development of Wales, such as Llancaiach Fawr and Newport Docks. Much use is made of incidental Welsh and pupils are well aware of their cultural heritage.
- The school has a racial equality policy. Pupils are encouraged to have respect for the beliefs and traditions of others but their knowledge of other cultures and faiths is less well developed.
- Assemblies make a suitable contribution to the development of pupils' spiritual, moral, social and cultural development. They are of a mainly Christian theme and meet statutory requirements. Pupils sometimes take an active part and on these occasions their responses are good. At other times, some pupils lack concentration and interest.
- Pupils have appropriate opportunities to pray, both in whole school or class assemblies, but opportunities for pupils to explore their own thoughts, ideas and concerns, through quiet focused reflection, are under-developed.

4.2 Behaviour and attitudes

The standard of pupils' behaviour and their attitudes to learning are good.

- The school is a welcoming and friendly community; there is a busy, purposeful but calm atmosphere. Pupils are valued and respected; relationships are very good.
- The school has very effective procedures for promoting good behaviour. Parents are supportive of the school's approach, which encourages mutual trust, fairness and understanding.
- The foundations for good behaviour are effectively laid in the nursery. As pupils progress through the school, they are encouraged to accept responsibility for their own behaviour and to follow the rules that they help to draw up. Pupils respond well to the school's system. They feel that they are treated fairly, their efforts are valued and they can approach staff with any worries. Pupils who join the school late in the academic year settle quickly.
- Pupils enjoy coming to school and are keen to do well. Most have good attitudes to learning and work hard to achieve success. They sustain good levels of concentration and persevere well with their tasks. Most organise themselves quickly into groups and pairs and co-operate and support each other.

- The school's anti-bullying policy sets out appropriate procedures for dealing with unacceptable behaviour. No incidents of anti-social behaviour were noted during the inspection.
- The appropriate statutory procedures have been followed in the three instances of temporary exclusions in the last twelve months.
- A small minority of pupils, mainly in upper key stage 2, have difficulty in exercising self-discipline. They need the constant support of their teachers to conform to acceptable standards of behaviour.

4.3 Attendance

Pupils' attendance at 93% is satisfactory and is close to the LEA and all-Wales average.

- Pupil absences are closely monitored. The school and educational welfare officer actively pursue cases of poor attendance and punctuality. The school has firm plans to introduce new systems to improve the monitoring of attendance.
- Most pupils arrive punctually at the start of the day. Despite the school's efforts, transport provided for some pupils occasionally arrives late at the start and end of the day.
- Registers are completed formally at the beginning of each session and comply with regulations. However, holidays in excess of ten days are incorrectly coded as authorised absence.

5. Quality of education

5.1 Teaching

The quality of teaching is satisfactory or better in almost all the lessons observed. In nearly 60% of the lessons the teaching is good and it is very good in a further 10%.

Where the quality of teaching is good or better:

- teachers have a sound knowledge of the desirable outcomes for children's learning, the statutory curriculum and religious education;
- teachers show an enthusiasm for their work, know their pupils well and establish good relationships with them. They act as good role models, provide valuable individual support and offer frequent praise and encouragement;
- good questioning techniques by teachers allow pupils to provide extended responses to develop their oral skills and extend their understanding of the work studied;

- lessons are well structured with appropriate whole class introductions. Direct teaching is focused and usually well paced;
- classroom assistants and support staff are well briefed and make a valuable contribution to pupils' learning and welfare. They undertake their responsibilities effectively and conscientiously; and
- teachers make good use of a variety of resources. Class routines are well established and operate smoothly.

Where teaching has shortcomings:

- across the school, too much of the work is generally the same for all pupils; this often limits progress, especially for the more able pupils;
- the work done by pupils with SEN in withdrawal groups does not sufficiently develop their learning; as a result, their progress is often slow; and
- on occasion, pupils are over-directed and have too few opportunities to work independently and take more responsibility for their own learning.

5.2 Assessment Recording and Reporting to parents

The overall quality of assessment is satisfactory. The quality of recording and reporting is good.

- The school uses an appropriate balance of approaches to assess pupils' progress, including questioning, discussion and marking. Teachers know their pupils well.
- The quality of teachers' marking is consistently good. Comments are particularly useful when clearly linked to learning objectives as well as indicating how pupils can improve their work.
- Assessment information is not used enough to ensure that planning of future work is suitably matched to pupils' abilities. It does not sufficiently promote higher standards through providing appropriate levels of challenge for all pupils, particularly the more able.
- Samples of work for the core subjects are maintained in useful pupil profile booklets. Most samples are given National Curriculum levels, which help teachers to assess the standards pupils' achieve. Although useful for giving an overview of development, these samples are not annotated in enough detail to indicate the clear and continuous tracking of progress.
- A baseline assessment is undertaken when children enter the nursery and reception classes. This process is currently being further developed and is beginning to provide a useful mechanism to aid the tracking of skills.

- The school analyses National Curriculum test results and uses them to identify areas for development. Over several years, strategies have been implemented to improve writing and numeracy. These are having a very positive impact on standards.
- Procedures for assessing, recording and reporting the progress of pupils with SEN are effective. The school follows the SEN Code of Practice.
- Reports to parents are of good quality. They give an overview of pupils' achievement and provide targets for future attainment. Parents have two formal occasions in the year to discuss their child's progress. They are actively encouraged to be involved in supporting their children's learning.

5.3 Curriculum

The curriculum is broad and balanced, addressing the Desirable Outcomes for Children's Learning for the under-fives and covering the subjects of the National Curriculum and religious education for pupils in key stage 1 and key stage 2.

- The curriculum for the under-fives provides children with stimulating experiences. There is an appropriate emphasis on children's active involvement and first hand experience. The provision for physical development is satisfactory. The limited outdoor area for nursery children and access to large play equipment for reception children inhibits some aspects of their physical development.
- Comprehensive schemes of work and other planning documents for each National Curriculum subject and religious education provide helpful guidance to staff. Mid-term planning for literacy and numeracy is particularly detailed and sets out clear learning objectives. All schemes of work have been updated to reflect the requirements of the Curriculum 2000 and many include references to the common requirements. However, planning for the development of key skills is not consistently undertaken across all subjects.
- The school provides pupils with many stimulating experiences. Visitors to the school and educational visits enrich the quality of the curriculum provision. The very wide range of extra-curricular activities also contributes greatly to pupils' experiences and skill levels.
- The school has a good scheme of work for pupils' personal and social education, which draws on guidance from ACCAC. This is integrated effectively into work across the curriculum and is already having a positive impact on pupils' learning and attitudes.
- The Cwricwlwm Cymreig is well promoted through all subjects. Pupils have good opportunities to develop their knowledge and understanding of the culture, heritage and language of Wales. Pupils' understanding of ethnic and cultural diversity is developing, but is not yet promoted consistently across all aspects of pupils' work.

- Homework makes a valuable contribution to pupils' learning. The homework club has been successful in supporting pupils' progress and developing positive attitudes to work.
- Planning for pupils to work independently on progressively more challenging, open-ended tasks is under-developed.

5.4 Support, guidance and pupils' welfare

The quality of the school's provision for support and pupils' welfare is good. Educational guidance is satisfactory.

- Pupils' personal and social development is effectively supported through the curriculum and all aspects of school life. Staff are sensitive to pupils' needs and pupils feel confident in approaching teachers when necessary.
- The presentation of certificates, class points, rewards and celebrations of pupils' personal and academic achievements makes a positive contribution to pupils' all round development.
- Through careful marking of their work, pupils are made aware of what they need to do to improve. Individual targets for improvement are given to older pupils and pupils in the learning centre; these effectively support their progress.
- The monitoring and assessment of pupils' academic progress is not fully developed in order to further guide pupils' learning.
- Liaison with outside agencies is effective both within the school and the learning centre. Procedures for child protection are good. Staff are well trained and conversant with child protection and safe handling procedures. School policies are clear and newly appointed staff are well briefed.
- Sex education and the problems of drugs, smoking and alcohol abuse are effectively and sensitively included into the curriculum. A varied range of activities, including inputs from outside agencies, ensures that pupils are made aware of such issues. Health education is taught as part of the curriculum and the school has recently introduced a healthy eating tuck shop, which is run by older pupils. This contributes to pupils' better understanding of healthy lifestyles.
- The school provides a safe and secure environment where all pupils are equally valued. Pupils are well supervised in activities and staff ensure that equipment is handled safely. Provision for the health, safety and welfare of pupils is good.

5.5 Provision for pupils with special educational needs

The provision for pupils with SEN attending the learning centre is good. Provision for pupils with SEN needs in the mainstream school is satisfactory.

The Learning Centre

- The provision for pupils with statements of SEN, who attend the learning centre, is good. Staff work closely together and form an effective team. Together, they have developed a positive, supportive and inclusive learning environment. They liaise well with outside agencies and parents.
- Pupils are provided with a stimulating curriculum. Individual and group work are varied and well matched to pupils' needs. Work is relevant, clearly structured and follows the curriculum of the main school. Monitoring and assessment of pupils' progress is effective. Educational visits and resources are used effectively to encourage pupils to concentrate and develop basic skills. As a result, pupils make clear progress in all aspects of learning and personal development.
- Pupils from the learning centre join their peers in the mainstream school for social occasions, assemblies and, where appropriate, they participate in some lessons. They are well supported at these times and this is of considerable benefit to them. Pupils in the mainstream welcome their peers and assist them with maturity and sensitivity. In addition, when appropriate, some pupils from the mainstream school also benefit from working within the centre. This is an effective strategy.
- Personal and curriculum targets are specific and relevant. Pupils are aware of them and have opportunities to discuss and set their own targets. This system is used well to support pupils who are clearly aware of what they need to do to improve both academically and personally. Targets are regularly monitored, reviewed and adapted. This is a model of good practice.
- Parents are fully involved and supported in their children's learning. Good links are maintained through regular meetings and home school diaries.
- Visits to a local special school enable pupils to receive additional relevant sensory experiences.
- Staff are dedicated to providing the very best of care and support for pupils. They are keen to develop their expertise and are aware that they require additional training in relation to supporting pupils with more complex needs.

School provision

- The school's policy pays due regard to the SEN Code of Practice. Procedures and provision are in the process of being adapted to meet the requirements of the revised guidance.
- There are good procedures for the early identification of difficulties. Support from outside agencies is used appropriately to support and guide staff and pupils.
- Pupils' individual educational plans (IEPs) are focused and specific. They are reviewed regularly with parents and pupils have good opportunities to participate in the process.

- Annual reviews for pupils with statements of SEN are held in line with requirements. Procedures are efficient and reports are well written.
- Currently, many pupils are withdrawn from lessons for additional support. While the work is usually focused on areas identified in pupils' IEPs, it often consists of worksheets and handwriting exercises, which do not sufficiently develop pupils' learning: as a result their progress is often slow. Also, pupils miss parts of other lessons, for example, when they are withdrawn from numeracy or physical education lessons. Support staff are dedicated to helping these pupils, but currently lack sufficient guidance and training in the use of a range of teaching and learning techniques. The school is aware of this issue and is currently revising the provision for withdrawing pupils in order to better provide for their needs in class.
- Additional staff are generally used well to support group work. They are, however, not always actively involved in all aspects of lessons or used fully to support pupils during whole class activities.

5.6 Partnership with parents and community, schools and other institutions

The quality of the school's partnership with parents and the community, schools and other institutions is very good and is a major strength of the school.

- A large majority of parents are appreciative of the work of the school. They value the openness and approachability of the staff. There is mutual trust and respect between most parents and the school.
- The quality of the written information provided for parents is very good. The school prospectus, regular newsletters and other communications keep parents well informed. A school notice board and a parents' area in the main hall also provide useful information. Parents receive termly planners, which provide helpful guidance about topics being taught as well as information on class targets.
- Parents are encouraged to become involved in the education of their children. The school arranges a home visit scheme for parents of nursery children and a good programme of workshops for all parents, for example, to explain the school's approach to teaching reading. Home school diaries are used effectively: parents and teachers share information and engage in a dialogue about children's progress and achievements.
- The school has a programme of courses in family literacy and numeracy, which is well attended and beneficial to parents and pupils.
- The Parents and Friends Association is very active. It supports the school by fundraising and organising social events, and also takes an active role in school improvement issues, such as improving safe parking arrangements.
- A significant number of adults in the community make positive contributions to the life of the school. They provide good quality support that is highly valued by the school. For example, parents and members of the community work with pupils in the school's millennium garden.

- The school is an integral part of the community. It has close links with the adjoining community centre, which shares facilities and resources.
- The school has very good pastoral and academic links with the receiving comprehensive school. Transition arrangements are well established. There are also good links with other primary and special schools. Pupils participate in inter-schools competitions, festivals and tournaments. The school is involved in the Welsh Network of Healthy Schools.
- The school works in partnership with an initial teacher training institution and provides training and work experience for trainee teachers, nursery nurses and comprehensive school students. Pupils benefit from working with these adults.

Partnership with industry

Partnership with industry is satisfactory.

- Educational visits and visitors to the school help to raise pupils' awareness of the world of work. Extra-curricular activities, such as the Young Citizens Club for the oldest pupils, contribute well to their understanding of environmental issues. Visits to the Welsh Assembly Government provide pupils with good opportunities to understand society.
- The school benefits from links with a small number of commercial concerns, for example, the development of the school's Millennium garden and sponsorship of games equipment. Pupils also benefit from professional coaching in a variety of sports.
- The school does not have an industry policy and currently only one member of staff has benefited from a brief industrial placement.

6. Management

Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good. The headteacher, staff and governing body have a clear, shared vision for developing and improving the school and have established an effective culture of self-improvement. The efforts and activity of all have been focused on improving standards of achievement and making teaching and learning better for pupils.

- Staff are closely involved in the self-evaluation process. They are keen to take on new initiatives and work hard for success. The governing body is well informed and has a good knowledge of the school's aims, achievements and educational provision. Staff and governors work closely together towards making necessary improvements.

- The school improvement plan (SIP) is a comprehensive document. It is costed effectively within the budget, indicates the school's priorities over a period of three years and is flexible enough to respond to new initiatives, such as the LEA's ICT project. The content of the Plan is the result of whole school discussion and consensus. The staff training and development plan is very clearly linked to school priorities in the SIP. Specific success criteria for measuring improvement and details about monitoring and evaluation in the SIP are limited.
- The school makes use of teacher assessment, test results and external assessment data to analyse pupils' standards of achievement. Based on this process, targets for further improvement are established. With the LEA, targets are set for the core subjects in both key stages. Over the past two years, in both key stages, school performance has exceeded both the realistic and ambitious targets. Refinement of the process is required to ensure appropriate challenge and accurate targets are set.

6.2 Leadership and Efficiency

The quality of leadership and management by the headteacher, staff and governors is good.

- The school has appropriate aims and a commitment to providing a full and positive educational experience for all pupils.
- The school is well led. The headteacher provides a clear direction and strong focus on school improvement. He has delegated responsibility effectively and supported staff in developing their leadership and management roles. The deputy provides strong support to the headteacher and has contributed substantially to all areas of school improvement. She provides a good role model for colleagues.
- The governing body is well informed and fully involved in the life and work of the school. All members have clearly defined links with specific curriculum areas and are active in a range of school improvement initiatives.
- Since the last inspection, the headteacher, staff and governors have concentrated effectively on school improvement. They have been particularly successful in improving the ethos and environment and developing pride in the school. As a result, its reputation within the community is stronger. This has had a good impact on pupils' standards of achievement, particularly in key stage 2.
- The headteacher and subject leaders are involved in regular monitoring and evaluation of teaching and learning, standards and educational provision. With a number of newly qualified teachers on the staff, this has been sensibly organised and managed and is developing well.
- Available resources are used effectively and efficiently and the school's finances are well managed.

- Administrative procedures are clear and operate effectively. The school secretary undertakes her tasks efficiently. The school runs smoothly.
- The school has achieved the Basic Skills Agency's Quality Mark and gained the Investors in People award.
- The school complies with statutory requirements and takes note of Welsh Assembly Government guidelines.

6.3 Staffing, accommodation and learning resources.

The quality of staffing, accommodation and learning resources is good.

- Staffing levels are good for the numbers on roll and all have appropriate job descriptions. Many of the class teachers are newly qualified and relatively inexperienced. They have benefited greatly from good quality support provided through induction, appraisal and training provided by the LEA and the school.
- All staff are well motivated. They have worked effectively as a team and this has had a positive impact on many aspects of the life and work of the school. They enthusiastically undertake well-targeted professional development to enable them to fully meet the needs of the curriculum. Training in specific subject areas has had a positive impact on standards.
- Support staff assist and encourage pupils in a sensitive way. Positive techniques are adopted to include all pupils in the general activities of the school.
- The fabric of the school building is in good condition. The school has spacious accommodation for teaching and learning. The environment is bright and welcoming and all areas are clean and well maintained. The good quality displays are a feature of the school and have a positive impact on pupils' attitudes to learning.
- The school grounds are spacious and well kept and provide an attractive environment for pupils. The newly developed garden area is a source of pleasure and provides a good context for pupils' learning.
- The provision of learning resources is generally good, particularly so in the case of information and communications technology. Books and resources are well organised within the classrooms. Newly acquired resources, in areas such as music and geography, are beginning to have a positive effect on pupils' standards of achievement.
- The outdoor play area in the nursery is limited and reception children do not have adequate access to large play equipment. This inhibits aspects of children's physical development.

7. Subjects and areas of learning

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under fives successfully promotes the desirable outcomes for children's learning and is appropriate to their needs. Children in the nursery and reception classes achieve well in the six areas of learning.

Children in the nursery class

Good features

Children's personal and social development is good.

- Children are happy to come to school and have settled well. They are familiar with nursery routines and are confident when selecting independent activities. They relate well to adults and are encouraged to treat one another and their environment with care and concern. Many children contribute well to discussions and share ideas during carpet time.

Children's language and communication development is good.

- Most children listen attentively to stories and respond well to questioning. They are able to communicate their needs effectively and enjoy recalling songs and poems. Vocabulary is developed and extended effectively in situations when adults interact with children in activities such as making clay fruit. Children enjoy choosing books and sharing stories; they make good progress with early reading and writing skills.

Children's mathematical development is good.

- Most children can count forwards and backwards to 10 correctly and many are able to order and recognise numerals to 10. They are beginning to use appropriate mathematical language in practical settings. They can name two-dimensional (2D) shapes and identify long and short objects correctly. Children develop their mathematical understanding through a good range of practical activities.

Children's knowledge and understanding of the world is good.

- Children develop a good knowledge of life and living things through practical experiences and role-play. They have a basic understanding of the seasons and they investigate growth through planting seeds and bulbs. Children are beginning to use the computer confidently in a range of activities.

Children's creative development is good.

- Children paint and draw with increasing control. They enjoy talking about their work and take pleasure in seeing it displayed. They enjoy rhythm in music and can initiate imaginative movements in response to what they hear. The daily music session in the nursery is particularly stimulating and contributes well to children's creative development.

Children's physical development is satisfactory.

- Children have good opportunities to develop fine motor skills through creative activities using glue, paint, felt pens and scissors and they develop good skills. They ride bikes and trucks with increasing control.

Shortcomings

- In the nursery a few children have difficulty listening and responding appropriately during carpet sessions.
- The limited area for outdoor play affects children's physical development. The area is not conducive to the development of spatial awareness or to the awareness of others.

Children in the reception class

Good features

Children's personal and social development is good.

- Children take turns to share equipment and play co-operatively together. Many children are eager to explore new learning situations and are able to concentrate and persevere very well. They listen well to each other and speak confidently when expressing feelings.

Children's language and communication development is good.

- Children are making good progress in spoken language. They respond enthusiastically to opportunities to talk about experiences and many make articulate oral contributions to class discussions. They enjoy listening to stories and develop their use of language in a variety of role-play situations. Many children have made a confident start with their reading. They handle books sensibly, take pleasure in reading to adults and can discuss aspects of the text. Children are making good progress in letter formation and letter sounds. Many children have good pencil control and form most letters correctly. The more able children are making good progress towards independent writing. Children are gaining a vocabulary of simple words in Welsh and are increasingly confident in responding to instructions given in Welsh.

Children's mathematical development is good.

- Children have a good understanding of time and measures and most use mathematical language appropriately. Many can add two to a given number and can count a set of objects up to 20. They know the names and properties of 2D and 3D shapes and can apply this knowledge when working in a variety of situations.

Children's knowledge and understanding of the world is good.

- Children appreciate the differences in a range of materials and can make appropriate choices for their use; for example, they can suggest appropriate waterproof material for a rain hat, giving reasons for their choices. They experience changes in different materials through activities such as cooking. Most children use the computer confidently using a range of activities to promote their learning.

Children's creative development is good.

- Children have a good knowledge of colour and develop good colour mixing skills. They observe carefully when they are drawing. They know the names of some musical instruments and have good opportunities to explore the sounds they make.

Children's physical development is satisfactory.

- Children have an awareness of their own bodies and their growth. Most children handle equipment and tools effectively and safely. They show increasing control and precision, such as when they confidently mix and pour in water play.

Shortcomings

- New strategies for promoting independent writing have not yet impacted fully on the development of children's writing skills.
- Children do not have adequate access to large play equipment.

English

Standards of achievement are satisfactory in key stage 1 and good in key stage 2.

Good features

- In both key stages, most pupils speak clearly and confidently. Many pupils participate well in class discussion and can justify personal points of view coherently using an appropriate range of vocabulary.

- In key stage 1, pupils' reading is good. The youngest pupils build up their word recognition skills effectively through the phonic teaching programme. They gain confidence in reading a variety of texts, can respond and explain what they read, and the most able know how to self-correct when decoding unfamiliar words. Pupils' understanding of literary features is deepened through the use of 'big books' for whole class discussion.
- Standards in reading in key stage 2 are good. The majority read fluently, with good expression and can anticipate the text with increasing confidence. Younger pupils identify correctly the main characteristics of a traditional story and the oldest pupils read confidently for different purposes, including skimming, scanning and detailed reading to obtain specific information. These pupils regularly refer to relevant passages to support their opinion.
- The school's programme of group reading activities makes a valuable contribution to the good standards of reading. In these sessions, most pupils read with care and precision and make inferences about characters, motives and emotions. The oldest pupils understand how and why an author chooses words, phrases and figurative language, and are able to explain the effect of these choices.
- In key stage 1, most pupils make progress in producing letters and words using space effectively. By Year 2, the ablest pupils write with confidence and can organise and present their writing in different ways. Most pupils use capital letters and full stops accurately and use their knowledge of phonics to help them spell words.
- In key stage 2, pupils produce a wide variety of written work, including prose and poetry and know the difference between formal and informal language. Their appreciation of how to write for different purposes and of how language can reflect mood and atmosphere develops well in literacy sessions. In Year 6, pupils understand and use the elements of story structure, such as opening, setting, character, events and resolution, very well and use dialogue effectively.
- Most pupils have a good grasp of punctuation and parts of speech. More able pupils often demonstrate a very good command over written language. They develop their own personal writing style, write complex sentences and are well aware that written work must be purposeful, of good quality and a reflection of what they want to say.

Shortcomings

- In both key stages, a significant number of pupils have limited listening skills. They do not pay close enough attention to what others say.
- In key stage 1, some pupils do not make enough progress in their independent writing skills. They do not develop their ideas sufficiently in a sequence of sentences and vocabulary choices are limited.

- In key stage 2, many pupils do not sustain the good standards they usually achieve in literacy sessions across a range of written work in other subjects. The skills they acquire in literacy sessions are not always transferred to work in other areas.

Mathematics

Standards of achievement are satisfactory in key stage 1 and good in key stage 2.

Good features

- Many pupils display a positive attitude to the subject. They respond well in mental mathematics sessions, are able to explain various processes and strategies, and use a good range of mathematical terms.
- In key stage 1, pupils' understanding and use of number are developing well. They are familiar with large numbers and some pupils have a sound understanding of place value.
- Pupils have a developing knowledge of simple fractions. They can tell the time to 'o'clock' and carry out simple related problems.
- In Year 2, pupils show an awareness of length and measures and they can interpret simple graphs.
- In key stage 2, pupils develop good strategies for adding and subtracting increasingly larger numbers. Older pupils use addition, subtraction, multiplication and division competently. Most pupils know their tables well and can answer quickly in mental mathematical sessions.
- Pupils are able to collect and to represent information in graphs and diagrams and they can appreciate the usefulness of such an activity when analysing information and drawing conclusions.
- Pupils' knowledge of fractions and decimals is developing well. Pupils can express fractions as decimals and percentages. Most pupils have a good understanding of standard units for measuring length, mass, capacity and time.
- Pupils present their work neatly; this helps them carry out calculations efficiently.

Shortcomings

- In key stage 1, there is over reliance on published worksheets. Consequently, pupils have limited opportunities to use and apply mathematics in practical and open-ended problem solving activities.
- Throughout the school, although pupils work in pairs and groups, they do not yet have the skills of collaboration and independent thinking. There is an over-reliance on teacher direction.

Science

Standards of achievement are satisfactory in key stage 1 and good in key stage 2.

Good features

- In key stage 1, many pupils have a good awareness of how living things grow and reproduce. They can identify common properties of materials and can sort them into groups. They know about electricity and can construct electrical circuits.
- At the end of the key stage, more able pupils know that electrical circuits do not work if there is a break and that forces can change the shape of objects. They recognise that materials have different uses and can talk about the effects of exercise on their bodies. Through their study of plants they recognise how light and water effects growth.
- In key stage 2, pupils become increasingly aware of the need for fair tests. They can vary one factor correctly whilst keeping the others the same.
- Most pupils have a good understanding of life and living processes. They can identify the features of plants and animals through direct observation.
- In Year 4, pupils are able to predict how different liquids may affect plant growth, and can use fair test procedures to investigate. They are aware of the differences between solids, liquids and gases.
- Through work with parachutes, Year 6 pupils can clearly explain the process of friction and air resistance and how this is used to slow objects. All pupils know that sound is made when objects vibrate.
- At the end of key stage 2, many pupils often achieve very good standards in science. Most pupils can use the correct terms for parts of the body and can describe in detail the main function of the heart and different methods of seed dispersal. Pupils understand the part played by evaporation and condensation in the water cycle. They also recognise that solids that have been dissolved can be recovered by evaporation.

Shortcomings

- Throughout the school, pupils' independent investigational skills lack systematic development. Younger pupils have too few opportunities to make predictions or suggestions about 'how to find out'. Older pupils have too few opportunities to turn their own ideas into investigations.
- In Year 2, pupils have a limited understanding of the key scientific concepts studied. In particular, they have limited understanding of the work undertaken in light and sound.

Welsh second language

Standards are good in both key stages.

Good features

- In key stage 1, pupils use a basic range of sentence patterns well. They ask and answer questions confidently and by the end of the key stage, can sustain simple conversations using a variety of phrases and sentences.
- Pupils have a good range of vocabulary including words associated with colours, the weather, the home, family, food and clothes, which they use in appropriate contexts.
- In key stage 2, pupils can read a 'big book' with their teacher and can select and read a variety of Welsh books.
- Most pupils can initiate and sustain lengthy conversations using present and past tense: pronunciation is good. They know prepositions in Welsh and use these accurately when writing simple sentences.
- Learning strategies such as 'hot seating' are very effective in reinforcing previous work and encouraging fluency.
- Incidental Welsh is practised consistently throughout the school to good effect.

Shortcomings

Across both key stages, most pupils' written work is underdeveloped.

Design and technology

Standards of achievement are good in both key stages.

Good features

- Throughout the school, pupils are making good progress in design and make activities. They are able to use appropriate tools, measure accurately, and apply appropriate health and safety measures.
- In key stage 1, pupils can talk meaningfully about their work and can produce a drawing of what they plan to do. In Year 2, they can make simple decisions, such as which fruit to use in a tropical fruit salad.
- In key stage 2, pupils follow the design process effectively; designing and making skills are progressing well. Finished products, such as the storyteller's cloak in Year 6 and designs on T-shirts produced by pupils in the learning centre, are of a good standard.

- Pupils are able to produce accurate drawings of plans for products; they use simple mechanisms to produce different types of movement, apply appropriate finishes to their work and test and evaluate their products.

Shortcomings

- There are no significant shortcomings, although more evaluation throughout the process, and more opportunities for pupils to be independent, could further enhance pupils' standards.

Information technology

Standards are satisfactory in both key stages. The school has produced a 3 year ICT development plan in line with the LEA's ICT project. Work this year has concentrated on word processing, multimedia and use of the Internet.

Good features

- In both key stages, pupils are developing confidence when using a range of ICT, including computers, listening stations and voice recorders.
- In key stage 1, pupils make good progress in keyboard skills; the majority can use the mouse effectively.
- Pupils use a variety of software to consolidate concepts and enhance basic computer skills. For example, in Year 1, pupils are able to use a matching programme for shape orientation and a painting programme to create different effects.
- In key stage 2, many pupils use the computer confidently when typing in their work. Most can save and retrieve information from personal folders, change font, colour, and size of text.
- Across key stage 2, pupils' skills in using the Internet and web sites are progressively developed. The majority make effective use of skills in collecting information across a range of subjects. For example, in Year 5, pupils use the Internet to research the Globe Theatre for work in design technology and in Year 6, pupils research information about authors to support their work in English.
- In their work in science, the oldest pupils make good use of a light sensor to measure the amount of light that goes through different materials. They can also display their results effectively using computer-generated graphs.
- In some classes, pupils have begun to make good use of the digital camera in their work across the curriculum.

Shortcomings

- In both key stages, pupils' ability to use simulation programmes to explore real or imaginary situations is underdeveloped.

- Pupils' skills, knowledge and understanding of data handling are underdeveloped. They do not have enough opportunities to experience and consolidate these aspects as they progress through the school.
- Pupils' do not always understand the need for care in framing questions when collecting, accessing and interrogating information. For example, when searching the Internet for information, pupils have not previously identified what information they need.
- Pupils have not yet made effective use of e-mail to communicate information.

History

Standards of achievement are satisfactory in key stage 1 and good in key stage 2.

Good features

- In key stage 1, pupils are developing a sound awareness of the passing of time and recognise that everyday items, such as toys, were different in the past.
- They know that school life was different for their parents and grandparents and are able to talk about some of these differences.
- In key stage 2, the youngest pupils recognise the importance of the Romans on life in a nearby community. They understand the importance of Roman roads and how and why they were constructed.
- In Year 4, pupils have a good knowledge and understanding of the Stuart period. They recognise features of lifestyle in Stuart Wales, including food, clothes and family life. They have a good knowledge of key figures and events of that time and understand, for example, why the great fire of London was a key feature in the ending of the Great Plague.
- In Year 5, pupils have a very good understanding of life in the Second World War. They recognise important events and the effects of the war on the Jewish people living in Germany.
- At the end of key stage 2, pupils have good knowledge of Newport in the 19th century. They can recall key facts of the Chartist movement and the social conditions of the time. They are aware of how Newport developed and the importance of the south Wales coalfield and the local docks.

Shortcomings

- In key stage 1, most pupils have a superficial knowledge of the topics they have studied. They do not know enough about important figures in the past.

Geography

Standards achieved in geography are good in both key stages.

Good features

- In Year 1, pupils can identify where they live and describe the area around their school. They are aware of how homes in Africa and other countries are different to their own and can describe different methods of travel.
- In Year 2, pupils can locate main towns and areas on a map of Wales and the United Kingdom. They can record a route to school identifying key landmarks, and accurately record man-made and natural features.
- Pupils' knowledge of the places they have studied is well developed by the end of the stage. They are able to compare life in a village in Kenya to their own. They recognise important differences in transport and daily life, and are aware of climatic differences and their impact on people's lives and the way they live.
- In key stage 2, there is good progression in the development of pupils' map skills. In Year 3, pupils are beginning to use two figure coordinates and, by year 6, pupils are confident in the use of four figure coordinates when locating positions on maps.
- Most pupils recognise and use the main ordinance survey symbols for physical and man made features on maps. They know the importance of using a key. Pupils also have a good understanding of direction using the four points of the compass.
- In a study of the local river, pupils are aware of the effects of the river on the surrounding land. They can identify the source of the river and use key terms such as tributary and confluence.
- In Year 4, pupils are well aware of the impact of deforestation on the forest eco-systems and the lives of the local inhabitants.
- At the end of the key stage, pupils' skills in interpreting human and economic issues are well developed through a study of Cardiff Bay. Pupils can use a wide range of materials, such as aerial photographs, to identify and record land use patterns and are able to compare development over time.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are very good in both key stages. Art is strength of the school and is used very effectively in all subjects.

Good features

- Across the school, pupils develop very effective skills and use a wide range of techniques and materials through their study of many artists and craft workers.
- In key stage 1, pupils are aware of line and tone and use these skills very well when drawing toys or natural objects such as fruit, after direct observation.
- Pupils' use of paint and pastels is of a high quality. They take care when choosing colours, are skilful in mixing them, and use different shades and hues imaginatively in their work.
- In Year 2, pupils' clay tiles, based on the theme of 'houses', are of a very good standard.
- At the beginning of key stage 2, pupils have been inspired by their work in history and geography. Their research, and detailed and imaginative drawings that depict Rogerstone in the past and present, have influenced local artists, who have created a very effective mural in the school hall.
- Pupils' detailed drawings of animals and pattern work show a well-developed use of colour, line and tone. Sketches of rainforest plants and animals using pastels are very good. Pupils are able to produce very detailed close-up images of plant and animal parts. They review and refine their drawings with a critical and focused awareness.
- Older pupils' still life pictures in the cubist style, effectively depict multi-viewpoint images with very good use of hues and intensity of colour.
- Pupils' sculptures, which have been clearly inspired by the work of Henry Moore and Giacometti, show a very good attention to detail and depict movement well.
- At the end of key stage 2, pupils' printing work, from tiles they created depicting every day items, is of a high standard.

Shortcomings

There are no shortcomings.

Music

Standards of achievement in both key stages are satisfactory.

Good features

- In key stage 1, pupils recognise a number of percussion instruments and can use them to accompany singing. Most pupils can maintain a steady beat.
- In class sessions, pupils sing tunefully and recall the words of songs and hymns.

- Throughout the school, pupils are beginning to develop the skills of composition. For example, in Year 2, pupils have produced a musical journey and in Year 5, pupils have composed an onomatopoeic sound composition using voices and percussion.
- Pupils can appraise music from a broad range of styles and cultures, including Wales.

Shortcomings

- Whole school singing sometimes lacks enthusiasm. Many pupils have inadequate control of dynamics and breathing and do not acquire a good singing posture.
- Work in composition is limited. It does not reflect maturity in relation to pupils' development.
- Pupils do not have opportunities to improvise and complete compositions in response to sufficiently varied stimuli.

Physical education

Standards are good in both key stages. Gymnastics, athletics and games lessons, including team games, were observed during the inspection. Evidence indicates that pupils receive the full curriculum in physical education.

Good features

- Throughout the school, most pupils co-operate well, work at a good pace and use space appropriately. They have a good understanding of the need for warming up before physical activity and of cooling down afterwards. Older pupils understand how important this is for their muscles and that changes occur to breathing and heartbeat during sessions.
- In key stage 1, pupils undertake a variety of movements using their arms, legs and body with increasing confidence. Their throwing, catching and batting skills are well developed, as is their hand-eye co-ordination.
- In key stage 2, younger pupils are making good progress in developing and refining basic techniques in running, throwing and jumping. They have good opportunities to improve through recording their performance and aiming to beat their previous best.
- In gymnastics, the oldest pupils are able to devise sequences of movements at different levels and use a range of appropriate equipment safely and proficiently. They know how to use different starting points and many pupils show good body control.
- In outdoor games activities, older pupils develop appropriate skills in ball control. They develop hand-eye co-ordination well and many pupils show good controlling and passing skills.

- Most pupils display positive attitudes and observe the conventions of fair play and good sporting behaviour.
- Swimming is undertaken at the beginning of key stage 2. The school's records indicate that pupils attain the expected National Curriculum standards.
- The school has engaged with success in a number of local, county and national sporting events, enabling pupils to gain individual and team honours.
- A very good range of extra-curricular sporting activities is well supported by pupils and makes a valuable contribution to their skills and fitness. The school has responded positively to sporting initiatives. The oldest pupils receive regular training from a rugby coach. Equal opportunities are afforded for pupils to compete in team games.

Shortcomings

There are no major shortcomings.

Religious education

Good features

Standards of achievement are satisfactory in both key stages.

- In both key stages, most pupils know why rules are important and understand the need to respect the rules of the school.
- In key stage 1, pupils recognise why different people are important to their lives. They have a growing awareness of themselves as individuals and are aware of the need to be kind to others.
- At the end of key stage 1, pupils can relate the story of Mary Jones' Bible and can recall stories from the Old Testament.
- In key stage 2, pupils develop an awareness of major celebrations in the Christian religion. They have a sound knowledge of aspects of Islam and the Jewish faith.
- The oldest pupils recognise the five precepts of the Buddhist faith and understand the need for tolerance and acceptance of other faiths and religions.

Shortcomings

- Younger pupils have a limited awareness of faiths studied.
- Older pupils have a limited understanding about how different religions influence people's lives. They have not studied different religions in sufficient depth.

- Throughout the school, pupils have a limited awareness of the importance of key religious leaders and teachers.

8. School improvement

8.1 Progress since the last inspection

The last inspection report identified six key issues for action. The school has made good progress in addressing all aspects.

1. Raise standards in writing, music and religious education.

Good work has been undertaken on developing pupils' standards of English throughout the school. The introduction of structured daily literacy sessions, guided reading groups and the work undertaken by the subject leader in developing school planning, supporting staff and monitoring teaching and learning, has had a good effect on the work. Pupils' standards of achievement are now good in English in key stage 2. Sound work has also been undertaken on developing planning and resources for music and religious education throughout the school. Pupils' standards of achievement have improved from unsatisfactory to satisfactory in both subjects.

2. Raise standards in one class in the special needs unit.

The school has addressed this issue very well. Staff in the learning centre are dedicated, work closely together as a team and provide good quality teaching. Standards are good in all three classes.

3. Continue to raise standards in Year 2 and Year 4.

This year, some staffing difficulties have continued in Year 2 and this has had an adverse effect on pupils' progress at the end of the key stage. However, the good work undertaken in this class with a supply teacher over the past six weeks is helping pupils to make sound progress. The school has been successful in improving pupils' standards of achievement in Year 4. Pupils' standards of achievement across the curriculum are at least satisfactory and in many subjects are good.

4. Improve teachers' subject knowledge, especially in music and religious education.

In-service training has been used to good effect across all areas of the curriculum. Teachers' subject knowledge is improved and this had had a positive impact on pupils' standards of achievement, especially in music and religious education.

5. Address shortcomings in resource provision for some subject areas and within the special needs unit.

The school has addressed this issue very well. Overall provision in the learning centre and mainstream school resources have been much improved. Newly acquired resources in areas such as music and geography are beginning to have a positive effect on pupils' standards of achievement.

6. Further develop the role of the curriculum co-ordinator in monitoring NC coverage, progression in pupils' learning and evaluating standards of achievement.

The school has made progress on this issue. With a significant number of newly qualified teaching staff this has been sensibly organised and managed. Their role is developing well.

8.2 Key Issues for Action

In order to secure continuing improvement, the school needs to:

- raise standards in the satisfactory subjects and in physical development for the under fives;
- ensure planning and teaching consistently and effectively promote the key skills across the school;
- make more use of assessment to ensure that work is appropriately matched to pupils' needs, including those pupils who are more able;
- improve opportunities for pupils to take more responsibility and independence in their own learning; and
- continue to develop the role of the subject leader*.

* The school has identified this area for development in the SIP.

The inspectors wish to thank everyone associated with the school, especially, the headteacher, staff, pupils and governors for the co-operation and courtesy they received during the inspection.

A. Basic Information About the School

Name of School	Rogerstone Primary School
School type	Community
Age -range of pupils	4-11
Address of school	Ebenezer Drive Rogerstone Newport
Post-Code	NP10 9YX
Telephone Number	01633 894591

Headteacher	Mr. R. Richards
Date of appointment	January 1988
Chair of Governors/ Appropriate Authority	Mr E. J. Watkins
Reporting Inspector	W. M. Young HMI
Dates of inspection	17 June – 20 June 2002

School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y 1	Y 2	Y3	Y 4	Y 5	Y 6	Total
Number of pupils	39	40	25	30	28	33	35	39	269

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	5	12.5

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	30:1
Pupil:adult (fte) ratio in nursery classes	13:1
Pupil:adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	30
Teacher (fte) : class ratio	1:13:1

<i>Percentage attendance for three complete terms prior to the inspection</i>					
	N	R	Key Stage 1	Key Stage 2	Whole School
Spring 02	91	95	94	93	94
Autumn 01	92	93	92	94	92
Summer 01	86	93	94	91	93

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	3

National Curriculum Assessment Results 2002
Results for the whole school including the Learning Centre

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Year 2: 30					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	0	7	86	7	0
		National 2001	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	17	77	7	0
		National 2001	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	7	86	7	0
		National 2001	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	7	86	7	0
		National 2001	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	7	80	13	0
		National 2001	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	7	10	56	27	0
		National 2001	0	2	10	67	21	0

National Curriculum Assessment Results 2002
Provisional results for the mainstream school

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Year 2: 28					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	0	7	86	7	0
		National 2001	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	10	83	7	0
		National 2001	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	7	7	80	7	0
		National 2001	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	7	86	7	0
		National 2001	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	86	14	0
		National 2001	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	10	61	29	0
		National 2001	0	2	10	67	21	0

National Curriculum Assessment Results 2002
Provisional results for the whole school including the Learning Centre

National Curriculum Assessment KS 2 Results 2002			Number of pupils in Year 6: 39										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	5	13	56	26	0
		National 2001	0	0	0	0	1	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	7	3	46	44	0
		National 2001	0	2	1	1	0	0	5	14	47	30	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	5	15	39	41	0
		National 2001	0	0	0	0	0	1	4	18	42	32	0
	Test/Task	School	0	0	0	0	0	0	5	10	38	47	0
		National 2001	0	2	1	1	0	0	4	18	42	32	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	15	52	33	0
		National 2001	1	0	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	3	0	0	0	0	0	5	33	59	0
		National 2001	0	2	0	1	0	0	2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		By Test	
In the school:	80	In the school	85
In Wales:	68	In Wales:	68

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- N Pupils who have failed to register a level for reasons other than absence
- B Pupils not entered for tests because they are working outside the level of the test
- W Pupils who are working towards level 1
- N Tests do not cover these levels

National Curriculum Assessment Results 2002
Provisional results for the mainstream school

National Curriculum Assessment KS 2 Result 2002			Number of pupils in Year 6: 37										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	3	11	60	26	0
		National 2001	0	0	0	0	1	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	3	3	49	46	0
		National 2001	0	2	1	1	0	0	5	14	47	30	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3	14	41	43	0
		National 2001	0	0	0	0	0	1	4	18	42	32	0
	Test/Task	School	0	0	0	0	0	0	3	8	41	49	0
		National 2001	0	2	1	1	0	0	4	18	42	32	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	11	54	35	0
		National 2001	1	0	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	3	0	0	0	0	0	3	35	62	0
		National 2001	0	2	0	1	0	0	2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		By Test	
In the school:	84	In the school	89
In Wales:	68	In Wales:	68

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- N Pupils who have failed to register a level for reasons other than absence
- B Pupils not entered for tests because they are working outside the level of the test
- W Pupils who are working towards level 1
- N Tests do not cover these levels

B. The Evidence Base of the Inspection

- The inspection was carried out by a team of four inspectors who were present at the school for a total of 13 inspector days.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 42 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities, and support staff.
- School documentation and samples of pupils' work were examined.
- Fifty-six lessons or sessions were observed in the subjects of the National Curriculum and religious education.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

C. Composition and responsibilities of the inspection team

Team member	Aspect	Subject
Mrs W. Young HMI	The school and its priorities Main findings Standards achieved in subjects and areas of learning Quality of teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection	English Design and technology Information technology Physical education
Mrs C. Lewis Lay Inspector	Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry	
Mrs J. Coop	Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Provision for pupils with SEN	Science History Geography Art Religious education
Mrs A. Roberts	Standards achieved in key skills across the curriculum Assessment recording and reporting Staffing, accommodation and learning resources	Early Years Mathematics Welsh second language Music