

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

**St Andrew's Infant School
Milner Street
Newport
NP19 0GS**

School Number:680/2026

Date of Inspection: 14th – 16th March 2005

by

**Michael Best
W207/10413**

Date: 19th May 2005

Under Estyn contract number:T/102/04P

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St Andrew's Infant school was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of St Andrew's Infant school took place between 14th – 16th March 2005. An independent team of inspectors, led by Michael Best undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

| Contents | Page |
|--|-------------|
| Context | 1 |
| Summary | 2 |
| Recommendations | 7 |
| Standards | 8 |
| Key question 1: How well do learners achieve? | 8 |
| The quality of education and training | 11 |
| Key question 2: How effective are teaching, training and assessment? | 11 |
| Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? | 14 |
| Key question 4: How well are learners cared for, guided and supported? | 17 |
| Leadership and management | 20 |
| Key question 5: How effective are leadership and strategic management? | 20 |
| Key question 6: How well do leaders and managers evaluate and improve quality and standards? | 22 |
| Key question 7: How efficient are leaders and managers in using resources? | 23 |
| Standards achieved in subjects and areas of learning | 25 |
| Children under five | 25 |
| English | 28 |
| Welsh second language | 29 |
| Mathematics | 30 |
| Information technology | 31 |
| History | 31 |
| School's response to the inspection | 32 |
| Appendices | 34 |
| A Basic information about the school | 34 |
| B School data and indicators | 35 |
| C National Curriculum assessments results | 36 |
| D Evidence base of the inspection | 37 |
| E Composition and responsibilities of the inspection team | 38 |

Context

The nature of the provider

1. St. Andrew's Infant school is situated just off Corporation Road, on the eastern side of Newport. The school, which shares a compact site with its receiving junior school, was extensively remodelled in 1998. It serves both rented and private housing, including short-term accommodation for families from overseas seeking to settle in the United Kingdom. Although an economically disadvantaged area, new housing developments are starting to regenerate the former industrial areas.
2. There are currently 270 boys and girls aged between 3 and 7 years on roll, which includes 65 children who attend the nursery on a part-time basis. The number of pupils on roll has declined in recent years. English is the home language for the majority of pupils, most of whom are from white backgrounds. Most other pupils come from Asian backgrounds and 20 pupils receive support in learning English as an additional language. Four pupils are looked after by the local authority. Currently, 38 per cent of pupils are entitled to receive free school meals, which is above national and local education authority (LEA) averages.
3. Children are admitted to the nursery when they are three years old. Teachers' initial assessments indicate that many have limited social, communication and number skills. Children attend full-time in reception from the beginning of the school year in which they reach their fifth birthday.
4. About a quarter of pupils have special educational needs (SEN), which is above national and LEA averages. Two pupils have statements outlining their special educational needs. The LEA provides regular support for pupils at the early stages of learning English as an additional language. The National Curriculum (NC) is not modified or disapplied for any pupil. The school has recently renewed its Basic Skills Agency Quality Mark award.
5. The headteacher joined the school at the start of the current school year (September 2004). At the time of the inspection, one member of staff was on maternity leave and two others were absent due to ill-health.
6. The school was previously inspected in May, 1999.

The school's priorities and targets

7. The school's mission statement stresses its partnership with parents, focuses on children's success, and promotes a happy, caring and stimulating environment where everyone is valued and is committed to lifelong learning. The school's aims include the social, moral, physical, emotional and academic development of all pupils.

8. The school's priorities for the current school year focus on raising the standards achieved by children under five and pupils in key stage 1 in English, mathematics and information technology.
9. Other targets place a strong emphasis on reviewing and improving the school's provision, particularly in teaching and learning, and putting in place a whole school approach to the development of pupils' key skills.
10. The school's three-year plan highlights plans for the ongoing review, updating and implementation of national and local initiatives.

Summary

11. St Andrew's Infant school is a good school that cares very well for its pupils and successfully promotes their achievement of good standards. The warm, welcoming and secure ethos of the school fully supports the inclusion of all pupils. Progress since the last inspection is good. The school is well led and provides effective value for money.
12. The inspection team agrees with the school's self-evaluation in each of the key questions.

Table of grades awarded

| 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? | 1 |

Standards

Subjects and Areas of Learning in the Early Years

13. From low starting points, children in the early years and pupils in key stage 1 achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability.
14. Pupils successfully achieve agreed learning targets and goals. Recent improvements in the school's analysis and use of assessment information and trends, are successfully raising teachers' expectations of what pupils can achieve and standards are rising.
15. Standards of achievement in the lessons observed in the subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 5% | 68% | 27% | 0% | 0% |

16. This exceeds the Welsh Assembly Government's target of at least 65 per cent grade 2 or grade 1 standards by 2007, and represents good progress since the last inspection.
17. 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 Children's Learning. In the early years, standards of achievement are as follows:

| | |
|--|---|
| Language, literacy and communication | 2 |
| Personal and social development | 2 |
| Mathematical development | 2 |
| Knowledge and understanding of the world | 2 |
| Creative development | 2 |
| Physical development | 2 |

18. In key stage 1, standards of achievement in the subjects identified for inspection are as follows:

| Subject | Key Stage 1 |
|------------------------|--------------------|
| English | 2 |
| Mathematics | 2 |
| Welsh second language | 2 |
| Information technology | 2 |
| History | 2 |

19. In the early years and in key stage 1, pupils' standards across the key skills of listening, reading, writing, numeracy and information and communication technology (ICT) are good. Good features outweigh shortcomings in speaking across the curriculum. Bilingual competence is good, and the constant use of

incidental Welsh throughout the school day ensures good understanding of the second language. Pupils' creative and problem-solving skills are good.

20. Attainment at the end of KS1 in 2004 in English was above the national average and similar to the local average, and above the national and local averages in science. In mathematics, it was below the national and local averages. Compared with similar schools (on the basis of free school meal entitlement), attainment was in the top 25 per cent of schools in English and science, and in the top 50 per cent of schools in mathematics. Results have been steady over the last three years. Inspection evidence indicates that the school is successfully closing the gap in attainment between girls and boys, particularly in mathematics.
21. Children in the nursery and reception classes make good progress towards the Desirable Learning Outcomes for children's learning. Pupils in key stage 1 make good progress, and are effectively prepared for their transition to the junior school, and their life, and work in the community. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. Those for whom English is an additional language make good progress in the acquisition and development of language and communication skills.
22. Pupils' behaviour and their respect for others are good with outstanding features. There have been no exclusions in the last 12 months. Pupils have positive attitudes to school; they are well motivated, enthusiastic and interested in their work. Pupils make good progress in their spiritual, moral and social development. They develop a very good respect for the diversity of beliefs, attitudes and cultural traditions within the school and the wider world. Attendance is just below the national average. Pupils are keen to attend school and most are punctual.

The quality of education and training

23. The grades awarded in the lessons observed during the inspection are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 16% | 52% | 32% | 0% | 0% |

24. The quality of teaching has improved since the last inspection and exceeds the Welsh Assembly Government's targets. Relationships between staff and pupils are good. Pupils' interest and enthusiasm for learning are successfully promoted. Learning resources are well used, particularly the recently installed interactive white boards, to bring learning alive for pupils. Staff have high expectations of pupils' behaviour and employ a suitable range of teaching methods. They have a good regard for the individual learning targets of SEN pupils and for the language needs of those learning English as an additional language.

25. Teachers have good subject knowledge and an effective understanding of how young children learn. Classroom routines are well established and staff successfully promote full equality of opportunity in all activities. Support staff work closely with class teachers and provide good quality help for pupils. Pupils' bilingual needs are met effectively and the recent introduction of 'Teaching Talking' sessions is successfully improving reception children's confidence and use of spoken language. However, across the school, planning for the development of key skills is not sufficiently explicit.
26. The effectiveness of teachers' planning in the subjects inspected is good overall. In the best lessons in key stage 1, learning objectives are clear to pupils and lessons are lively because staff and pupils have a shared goal. In the early years, there are inconsistencies in the way in which children's learning is organised and developed. In the best practice, teachers successfully develop small steps in learning. However, in the reception classes, learning objectives are not always clearly shared and discussed with children. In the nursery, there is not always sufficient adult intervention and involvement in child-chosen activities.
27. The school's arrangements for assessing, recording and reporting on pupils' attainment and progress are good, and meet statutory requirements. Staff systematically use assessment information to support pupils' progress, and the new pupil tracking system is effective. Pupils' annual reports provide good information about the standards achieved and indicate how improvements can be made.
28. The school provides a broad and balanced curriculum that meets all legal requirements, and successfully promotes the needs of all its pupils. Pupils benefit from a wide range of practical activities both in and out of lessons. Visits and visitors successfully enhance the curriculum.
29. The school's promotion of pupils' spiritual, moral, social and cultural development is good. The ethos of the school is one of a happy, caring community where everyone is valued. The arrangements for pupils' personal and social education, including health and sex education, are effective.
30. Pupils' awareness of other cultures and the diversity in the world is very well developed. The *Cwricwlwm Cymreig* is a prominent feature of provision, with good emphasis on the local community. Pupils develop a good knowledge of sustainable development through their care for the school's environment, and the emphasis the school places on recycling. The school successfully reflects national priorities for lifelong learning and community regeneration in the learning experiences it provides for pupils.
31. The school's partnerships with parents, the local community, nursery schools, the receiving junior school and other primary schools in the area effectively enrich pupils' learning. Links with the adjoining junior school are very good, and those with other primary schools, secondary schools and higher education institutes positively benefit the life and work of the school. Links with parents and carers are good, with strong support for the Home-School agreement.

There are valuable links with the builders of the new Newport Bridge, which is within sight of the school.

32. The quality of the school's care, support and guidance of the pupils in its care is good with outstanding features. Staff work very closely with parents and carers. Induction arrangements are effective, and the school successfully identifies and assesses the needs of pupils with SEN and English as an additional language. Specialist services support pupils well.
33. The school regularly monitors pupils' attendance and punctuality but there are some minor inconsistencies in the codification of absences and late arrivals. Behaviour is very well monitored and appropriate records maintained. Health and safety issues are promptly and properly addressed. Child protection arrangements are well documented and known to all who work at the school. The school's good arrangements to deal with any oppressive behaviour, bullying, discrimination and harassment are very good.
34. The school very successfully promotes good race relations and has effective procedures in place to ensure that disabled pupils are treated fairly. Pupils' understanding of diversity, including the value of contributions made by those from a wide range of backgrounds, is very good.

Leadership and management

35. The headteacher leads and manages the school well. Since her appointment at the start of the school year, she has established good working relationships within the school and the wider community. She gives a positive and clear direction to the work of the school. In conjunction with governors and staff, she is developing effective procedures for monitoring and evaluating the work of the school to further raise standards.
36. The school's aims and values are effectively promoted in its daily life and work. They are appropriate to the age of the pupils, and the community the school serves. The school is fully committed to inclusion and to pupils achieving their potential.
37. The governing body is supportive, and works successfully with the headteacher to develop and sustain the strategic management of the school. Governors have a good overview of the school's strengths and shortcomings. The school meets all statutory requirements.
38. The school's use of self-evaluation is good and inspection evidence confirms measurable improvement in provision over the last six months. Under the guidance of the headteacher, managers are successfully developing their collection and use of the information available about pupils' attainment and progress, and the quality of teaching and learning. The school development plan is well structured and is an effective working document. Priorities for development are realistic and focus clearly on its evaluation of standards and the quality of education.

39. The school is well staffed by sufficient and suitably qualified and experienced teachers and support staff, who are very well deployed, managed and developed. The school is very well served by its administrator and clerical staff, catering staff, lunchtime supervisors, caretaker and cleaners.
40. The accommodation is outstanding and very effectively used. The provision of learning resources is very good. The school makes very successful use of its finances to support teaching and learning.

Recommendations

41. The governing body, headteacher and staff should maintain the good progress made since the last inspection and:

- R1 Improve standards of spoken language across the curriculum; *
- R2 Improve the organisation of children's learning in the early years; *
- R3 Further develop subject leaders' and phase coordinators' use of self-evaluation in improving standards; *
- R4 Ensure consistency in codifying absences and late arrivals.

**These have already been identified by the school as priorities for development.*

42. 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

43. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
44. From low starting points, children in the early years and pupils in key stage 1 achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability.
45. Improvements in the school's analysis and use of assessment information are successfully raising teachers' expectations of what pupils can achieve, particularly those with the capacity for higher achievement. Pupils successfully achieve agreed learning targets and goals.
46. Standards of achievement in the lessons observed in the subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 5% | 68% | 27% | 0 | 0 |

47. These standards exceed the Welsh Assembly Government's target of at least 65 per cent grade 2 or grade 1 standards by 2007, and represent good progress since the last inspection.
48. 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 Children's Learning. In the early years, standards of achievement are as follows:

| | |
|--|---|
| Language, literacy and communication | 2 |
| Personal and social development | 2 |
| Mathematical development | 2 |
| Knowledge and understanding of the world | 2 |
| Creative development | 2 |
| Physical development | 2 |

49. In key stage 1, standards of achievement in the subjects identified for inspection are as follows:

| Subject | Key Stage 1 |
|------------------------|--------------------|
| English | 2 |
| Mathematics | 2 |
| Welsh second language | 2 |
| Information technology | 2 |
| History | 2 |

50. In the early years and in key stage 1, pupils' standards across the key skills of listening, reading, writing, numeracy and ICT are good. Pupils' skills in speaking are less well developed across the curriculum. Bilingual competence is good, and the constant use of incidental Welsh throughout the school day ensures good understanding of the second language.
51. Attainment at the end of key stage 1 in 2004 was above the national average and similar to the local average in English, and above the national and local averages in science. In mathematics, it was below the national and local averages. Compared with similar schools (on the basis of free school meal entitlement), attainment was in the top 25 per cent of schools in English and science, and in the top 50 per cent of schools in mathematics. The core subject indicator for 2004 was 78 per cent which is similar to the national average.
52. Results have been steady over the last three years. Inspection evidence indicates that the school is now successfully closing the gap in attainment between girls and boys, particularly in mathematics. Pupils from different ethnic and linguistic backgrounds achieve well because of the good specialist support and help they receive.
53. Children in the nursery and reception classes make good progress towards the Desirable Learning Outcomes for children's learning. Pupils in key stage 1 make good progress, and are effectively prepared for their transition to the junior school, and their life, and work in the community. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. Those for whom English is an additional language make good progress in the acquisition and development of language and communication skills. Pupils looked after by the local authority make similar progress to their classmates. More able pupils respond well to the more challenging work set for them.
54. Pupils have a good understanding of what they are doing, the progress they are making, and what they need to do to improve their work. The school's more rigorous analysis of assessment information has sharpened the targets set for pupils. Inspection evidence indicates that pupils are making good progress towards achieving their potential. Through the good working relationship the school has established with the neighbouring junior school, pupils are effectively prepared for the next stage of their learning.
55. Pupils display good, positive attitudes towards learning, work independently and show enthusiasm and interest in their work. Their behaviour is good with outstanding features. Throughout the school, pupils relate well to each other,

and to teachers and visitors. They are courteous, polite and conduct themselves well, and demonstrate a good respect for others. When moving around school, pupils act responsibly, and in the playground they successfully take part in a wide range of games and activities. In the dining hall, pupils form an orderly queue and take their turn whilst waiting to be served. Pupils willingly take on additional responsibilities in and around the school.

56. Pupils are well aware of the school's written behaviour policy, and the rewards and sanctions it includes. Bullying of any kind is not tolerated and pupils are clear about what to do should they or someone else feel threatened, intimidated or bullied. There have been no exclusions in the last twelve months.
57. Pupils are keen to attend school. Attendance for the three terms preceding the inspection (excluding the nursery) was just under 92 per cent, which is below the national average for primary schools in Wales. In line with LEA guidance, the school keeps pupils who move out of the area on its registers until notified of their new school. Most pupils are punctual and lessons start promptly throughout the day. The school takes appropriate account of the Welsh Assembly Government's Circular 3/99 but there are some inconsistencies in the procedures for codifying absences and late arrivals.
58. Pupils' capacity for independent learning is good and they successfully develop the skills necessary to maintain lifelong learning. Their creative and problem-solving skills are good, and they respond well to being part of a community. They cope well with classroom routines and, when given opportunities to work independently or in small groups, they rise well to the challenge.
59. Pupils' progress in their spiritual, moral, social and wider development is good. They develop a good understanding of right and wrong, and show honesty and fairness in their work and play. Pupils reflect sensitively on stories and prayers in collective worship. They show a good regard for the ideas and opinions of others, and effectively take responsibility for their actions. Pupils work well with each other and demonstrate good care and concern for people and property.
60. Pupils are developing a very good respect for the diversity of beliefs, attitudes and cultural traditions represented in modern society. Their recent involvement in the construction of the new Newport Bridge has helped them develop a good understanding of life and work within their local community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

61. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
62. Inspectors observed 37 lessons, in whole or in part, during the inspection. The grades awarded are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 16% | 52% | 32% | 0% | 0% |

63. The quality of teaching has improved since the last inspection and exceeds the Welsh Assembly Government's targets.
64. Relationships between staff and pupils are good. Pupils' interest and enthusiasm for learning are successfully promoted. Learning resources are well used, particularly the recently installed interactive white boards, to bring learning alive for pupils. Teachers have good subject knowledge and an effective understanding of how young children learn.
65. Staff have high expectations of pupils' behaviour. They manage pupils effectively and employ a suitable range of teaching methods. Classroom routines are well established and staff successfully promote full equality of opportunity in all activities. Support staff work closely with classteachers and provide good quality help for pupils. Pupils' bilingual needs are met effectively and the recent introduction of 'Teaching Talking' sessions is successfully improving reception children's confidence and use of spoken language. Teachers' understanding of the common requirements of the National Curriculum (NC) and *Y Cwricwlwm Cymreig* is good. However, across the school, planning for the development of key skills is not sufficiently explicit and, at times, there are some missed opportunities to develop pupils' skills.
66. Staff have good regard for the individual learning targets of SEN pupils and for the language needs of those learning English as an additional language. Better use of assessment information is enabling teachers to more effectively plan and challenge more able pupils. Children looked after by the local authority receive good support in their learning; staff plan and respond effectively to their needs.
67. The effectiveness of teachers' planning in the subjects inspected is good overall. In the best lessons in key stage 1, learning objectives are clear to pupils. Explanations are usually clear and teachers use questions effectively to develop

and extend pupils' learning. Assessment information is well used to improve pupils' standards and productivity, particularly to challenge the more able and improve the performance of boys. Staff successfully adapt their plans to cater for pupils' differing needs. Lessons are lively because staff and pupils have a shared goal.

68. In the early years, there are inconsistencies in the way in which children's learning is organised and developed. New planning formats, focusing effectively on each area of learning, have recently been introduced and staff are in the process of adapting to these. In the best practice, teachers develop children's learning systematically and in small steps. They make good links between the areas of learning leading to the Desirable Outcomes, and they make good provision for children's differing needs, ensure their full participation and effectively monitor and review progress. However, in some lessons, learning objectives are not always sharp enough and teachers do not consistently share and develop them with children. Children in the nursery are not always sufficiently guided by adults to ensure their systematic development of skills in the activities provided.
69. The quality of assessment is good, and effective use is made of assessments to improve planning. Individual pupil's strengths and weaknesses are identified, and teachers know their pupils well. Procedures comply with statutory requirements, including those for pupils with SEN. Children under five are appropriately assessed in accordance with the LEA baseline, and regular records are kept of their progress.
70. Staff systematically use assessment information to support pupils' progress, which is recorded in detail in individual record folders. The recently introduced pupil tracking system is effective. When pupils transfer from one class to another, information about achievements and significant background information about individuals is effectively transferred in 'snapshot' form, so that teachers have immediate knowledge about their new pupils; this enables them to plan accordingly for pupils' needs.
71. Teachers in Y2, on receiving pupils from different classes in Y1, assess strengths and weaknesses of the whole class by observing pupils closely during the first week or two, and set appropriate targets to meet specific needs. This is an example of very good practice.
72. Teachers mark pupils' work regularly and, in general, comments offer appropriate guidance as to how work can be improved.
73. Good use is made of NC assessment data to identify performance trends in the core subjects, and to set suitable targets for improvement. As a result of analysis and investigation, targets are now more challenging, and more level 3 pupils have been identified. Mathematics and English portfolios are used effectively to standardise assessments.
74. Personal targets in the core subjects for individual pupils are effective. The school is developing the role of pupils in their own assessment, so that they are

more involved in their own progress and improvement. Discussions with pupils indicate that this is a positive move which is helping pupils to improve their performance.

75. Annual reports to parents comply with statutory requirements. They present a clear picture of pupils' achievements in all subjects, and their development of social and personal skills. Detailed comments in reports are closely linked to the areas of learning for the under fives, and to NC subjects and religious education for older pupils. Parents appreciate opportunities to visit the school each term to discuss their children's progress, and to be partners, with their children, in the process of target setting.

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

| |
|---|
| Grade 2: Good features and no important shortcomings |
|---|

76. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
77. The school offers a broad, balanced curriculum that is relevant to the needs of the pupils. It meets the statutory requirements of the Wales Assembly Government, and is well structured to fulfil the school's aims.
78. The curriculum for the under-fives across the six areas of learning is good, and enables children to make good progress. Appropriate and detailed whole-school policies have been adopted for every subject in the NC and religious education in key stage 1.
79. Learners of all levels of ability, social and ethnic backgrounds and gender have equal access to the curriculum. The school responds well to pupils' learning needs, including those of pupils with SEN, and those for whom English is an additional language. The provision for more able pupils and those looked after by the local authority is also good.
80. Schemes of work are of a high quality and ensure appropriate continuity and progression for pupils in all subjects. Overall, teachers' short term planning is thorough and concentrates well on the aims of individual lessons, and on differentiated tasks to cater effectively for pupils of differing abilities, especially those with SEN.
81. A topic approach is used to deliver the curriculum, providing good opportunities for skills to be introduced and developed in a meaningful context. Great importance is placed on providing first-hand experiences for pupils through practical activities.
82. Plans for agreeing and implementing a whole school policy for the development of the key skills of literacy, numeracy and ICT across the curriculum are outlined in the school development plan (SDP). In general, pupils apply their basic and key skills well in a wide variety of learning situations. Pupils use problem-solving and creative skills appropriately, and work together well. However, planning at lesson level for the development of key and basic skills is not always sufficiently detailed.
83. Pupils benefit from equal opportunities to participate in a wide range of interesting extra-curricular activities, such as computer club, recorders, mathematics club, gymnastics and country dancing clubs. These clubs greatly enrich pupils' learning experiences, and Y2 pupils are encouraged to join at least one of them. Bilingual assistants help children for whom English is an additional

language to settle easily and quickly into school routines, and provide a valuable link between home and school.

84. Pupils' learning is also enhanced by educational visits, for example, to Greenmeadow Farm and Cwmcarn Forest, and teachers make good use of the locality as a learning resource. The curriculum is augmented well by visitors who talk to pupils about various aspects of work. These activities contribute substantially to the good educational standards achieved.
85. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development, and the ethos of the school is one of a happy, caring community where everyone is valued.
86. Collective worship, class prayers, religious education, visits to the local church, and visits by local clergy, play an important part in pupils' spiritual development. Moral messages are regularly presented to pupils in circle time, and pupils' understanding of issues, such as tolerance and kindness, is good and helps them to be respectful and sympathetic.
87. The school makes good provision for pupils' personal and social education. The social skills of listening and responding appropriately are positively reinforced, and visits and visitors contribute well to pupils' social development. Regular support is given to local and national charities, and this helps pupils realise their responsibilities as citizens. Pupils accept responsibilities enthusiastically, for example, taking turns to be classroom helpers. They help to draw up class rules, and realise the importance of having rules in a community. The quality of relationships in the school is good, and helps form pupils' positive attitudes to good social behaviour.
88. Pupils' awareness of other cultures and the diversity in the world is very well developed through work in subjects such as geography and religious education. Pupils display positive attitudes towards other cultures through exciting activities such as Indian dance sessions and cooking Bengali delicacies. The *Cwricwlwm Cymreig* is a prominent feature of provision, with good emphasis on the local community, and on aspects such as Welsh folk dancing. Regular use is made of incidental Welsh throughout the school day, and the school effectively promotes pupils' bilingualism.
89. Pupils develop a good knowledge of sustainable development through their care for the school's environment, and the emphasis the school places on saving energy and recycling. A number of subjects, especially personal and social education (PSE), religious education and geography, make a valuable contribution in this field. The school is taking part in the Healthy Schools Initiative, and is working towards Eco-school status.
90. Homework is set regularly, and reading activities in particular have a positive effect on pupils' achievements.
91. The school's partnerships with parents, the local community, nursery schools, the receiving junior school and other primary schools in the area are effective.

Arrangements for receiving pupils into school and for the transfer to the junior school are very effective. Links with secondary schools and higher education institutes benefit the life and work of the school.

92. Links with parents and carers are good. They are supportive of the work carried out by the school. Parents state that they are welcome to discuss matters of concern, and the system of letters and newsletters keep them well informed about life in the school. They are successfully involved with their children's work through the home-school agreement, and many parents support the school through the Parents, Teachers and Friends Association. Pupils and parents benefit from the 'Language and Play' and 'Reading Recovery' programmes based in the school. A number of parents also assist in classrooms listening to children reading, and accompanying pupils on visits.
93. There are good links with the local library and pupils' interest in books is further promoted by regular visits there. In discussion with inspectors, pupils recalled their celebration of World Book Day when they dressed up as characters from books, and were able to discuss their favourite books with enthusiasm.
94. Links with the parish church are strong. Local clergy visit school to talk to children and lead assembly. Pupils visit the church and learn about the service it provides, its architecture and artefacts. Representatives of other faiths visit the school and talk to pupils.
95. The school's partnership with industry is good. Local employers are supportive of the school, and sponsorship has been received from a number of local businesses. Visits and visitors successfully broaden pupils' experiences and knowledge of the world of work. Pupils have a good knowledge of some aspects of industry in the area through, for example, valuable links with the builders of the new Newport Bridge. Staff development has benefited through temporary placements with outside organisations. Teachers have been seconded to a Community Farm and the National Assembly building.
96. Pupils are beginning to develop their entrepreneurial skills. From the early years onwards, children in role-play 'buy and sell' items in the classroom shop, and understand coinage and their value.
97. Pupils' learning experiences across the curriculum enable them to develop a range of skills that help them develop positive attitudes to independent and life-long learning and the community.

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

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| Grade 1: Good with outstanding features |
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98. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
99. Pupils are very well cared for and the school gives high priority to their welfare and guidance. This is a strength of the school's work, and helps pupils to make good progress with their learning. Pupils feel safe and secure, and well supported by the adults who work at the school. Parents confirm that their children are happy at school, and that those who need extra support with their learning are well catered for. When required, the school is quick to seek additional help and guidance from external agencies, such as the education welfare service, and ensures that parents and carers are fully involved in discussions about the care of their children. The school's arrangements for caring, guiding and supporting those pupils looked after by the local authority are effective.
100. The school works very closely with parents, and provides regular, good quality information for them. Parents support the school in many ways, most notably through the Parents, Teachers and Friends Association who raise money from which the school benefits. Parents support the work of their children at home and this has a positive impact on their achievement. Parents feel confident in approaching the school about any matter of concern. There has been a very good response to the home-school agreement.
101. Pupils joining the school in the nursery soon settle and quickly get used to their new surroundings. There are effective arrangements for settling new pupils who join at a later stage in the year. New pupils are well received and welcomed by both fellow pupils and staff, and they quickly adopt the school's rules and procedures. There are very good links with the junior school that successfully ensure pupils' transition to the next stage of their education.
102. The provision for the support and guidance of all learners is well achieved through a carefully structured and co-ordinated guidance programme that includes health education. The school's provision successfully follows ACCAC¹ guidance, and effectively involves specialist services, including the school nurse and emergency services. The personal and social education programme is effectively developed throughout the school. 'Circle time' is used very effectively to develop pupils' personal and social skills, and to address any concerns.
103. Staff know the pupils well, and pupils feel free and confident in approaching adults to discuss any matters that may give cause for concern. Parents indicated, through both the pre-inspection questionnaire and meeting with

¹ ACCAC is the qualifications, curriculum and assessment authority for Wales.

inspectors, their satisfaction with the measures taken by school to offer help and guidance to their children.

104. The school monitors the attendance and punctuality of pupils of statutory school age regularly. Minor errors in codifying absences and late arrivals are generally spotted and corrected before the information is transferred to the school's electronic database. Procedures for monitoring the attendance and punctuality of nursery children are less successfully developed.
105. The recently introduced arrangements for monitoring pupils' academic progress and setting of individual targets for development are very thorough, and successfully help to raise standards. Behaviour is very well monitored, with all necessary records properly kept and effectively used to address concerns and bring about improvement.
106. There are very good day-to-day systems in place to deal with any pupils who may become unwell throughout the day. A good proportion of the staff are first aid trained, and have immediate access to pupils' details should parents need to be contacted. The school is involved in initiatives to promote a healthy lifestyle, and actively encourages healthy eating.
107. Health and safety issues are very well addressed. A full risk assessment and health and safety audit is carried out each year. Electrical appliances and fire safety equipment are regularly checked. A Fire drill is carried out every term.
108. The school works successfully in pupils' best interests to keep them safe and promote their development. It has effectively adopted the policies and procedures for child protection recommended by the LEA. There is a designated senior member of staff and appropriate provision made for regular training. Staff are appropriately trained, knowledgeable and aware of procedures. The school works effectively with other agencies to ensure pupils' welfare.
109. Arrangements for the early identification of pupils with SEN and the positive provision made to meet their needs are very effective. The school complies fully with the SEN Code of Practice and implements its policy well. Pupils' individual education plans (IEPs) have clear targets, and successfully outline the teaching strategies and resources required to achieve them. Staff make good use of these plans in their day-to-day work. IEPs are regularly reviewed and updated, and statements of special educational needs reviewed annually, with parents and specialists being consulted and involved as necessary in the process.
110. The progress of pupils with SEN is carefully monitored through effective and regular record keeping, and these are very well monitored by the special educational needs co-ordinator. The good links with other professionals, such as educational psychologists and therapists, are effective in supporting and informing the school's provision. Although rarely needed, the school has effective procedures to support and monitor pupils whose behaviour impedes their own and other pupils' progress in lessons and around the school.

111. The school takes very good account of the diversity of pupils' social, educational, ethnic and linguistic backgrounds in providing them with support and guidance, and acts well on this information. Visiting staff work well with pupils and parents for whom English is an additional language, often providing support and guidance in their first language. Fairness and full equality of opportunity for all underpin all aspects of the school's work. The school successfully tackles any stereotypical choices or behaviour, as demonstrated by improvements in the standards achieved by boys in Y2. In discussions with inspectors, pupils are unanimous that bullying is not an issue in the school, and that adults deal promptly with any concerns that they may have. The school has very good arrangements to deal with any oppressive behaviour, bullying, discrimination and harassment.
112. The school is well equipped to meet the needs of disabled pupils, and its policies and procedures have full regard for their specific needs.
113. Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures is an outstanding feature of the school. The school's promotion of equal opportunities is actively promoted in all aspects of its daily life and work. The curriculum successfully develops pupils' understanding of other cultures and gives pupils many insights into how others live. In lessons, and in the playground, pupils readily offer one another support and help, and show a good understanding of each other's needs.
114. The school's recognition and respect for diversity are very good. These are well reflected in its policies, practices and planning, and in the arrangements made for training staff, monitoring provision and taking suitable action, where necessary.

Leadership and management

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
116. The school's aims and values are successfully reflected in its daily life and work. They are appropriate to the age of the pupils, and the community the school serves. The school is fully committed to inclusion and to pupils achieving their potential.
117. The headteacher provides a good leadership. Since her appointment at the start of the school year, she has systematically evaluated the school's work. Her priorities for development are clearly focussed on raising standards. In developing good working relationships with the pupils, parents, staff and governors, and the wider community, the headteacher gives clear direction to the work of the school, and actively promotes a shared sense of purpose.
118. The school is well managed. Administration is efficient and effective and daily routines are successfully established. There is effective provision for managing the provision of support for pupils from different groups, including those for whom English is an additional language and pupils looked after by the local authority.
119. The deputy headteacher and subject leaders provide good leadership. They are adapting well to their new roles and responsibilities in monitoring and evaluating standards. The leadership and management of SEN is good and procedures comply fully with statutory requirements. The school's provision for children under five is appropriately managed.
120. The governing body has agreed policies for promoting sex education, racial equality, and for addressing discrimination. There is a planned programme in place for monitoring and reviewing subject policies and schemes of work. The quality of the policies and schemes in the subjects inspected is good.
121. The school takes good account of local and national initiatives. It works well with its partner providers in Newport.
122. The school's targets for development are realistic and focus well on the new headteacher's priorities. They are effectively costed and funded, and success criteria are achievable in the time available.

Report by Michael Best
St Andrew's Infant School – April 2005

123. The school has implemented suitable procedures for the performance management of teachers. These are suitably linked to teachers' continuing professional development, and objectives reflect a balance between the school's priorities and those of individuals.
124. The governing body knows the school and its community well. Governors are supportive of the school and act effectively as its 'critical friend'. They have a good grasp of its strengths and shortcomings, and discuss these openly and frankly. The governing body conducts its business efficiently. They are well led, and work well with the headteacher in the strategic management of the school.
125. The governing body seeks 'best value' in its work, and decisions are suitably informed and recorded. The school meets all statutory requirements.

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

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| Grade 2: Good features and no important shortcomings |
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126. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
127. The headteacher has recently introduced good arrangements for school self-evaluation. These are comprehensive, systematic and draw effectively on first-hand evidence in identifying priorities for development. Staff and governors are benefiting from training and are developing a good understanding of their respective roles and responsibilities. Much is newly in place, but the impact of these arrangements on standards is already becoming evident.
128. Subject leaders are starting to take a more active part in monitoring and evaluating standards. The headteacher is successfully establishing a programme for monitoring and supporting teaching and learning. Working together, the school's managers are successfully starting to gather, share and discuss information about the performance of the school. During the run up to the inspection, the focus has been on the subjects identified for inspection at key stage 1. The headteacher now plans to extend this to the other subject areas and, in particular, the provision for children under five.
129. The school's self-evaluation report, prepared for the inspection, provides an accurate picture of the school's strengths and shortcomings. It successfully balances description with evaluation, with the analysis of standards and trends providing a clear picture of the way forward. The school is successfully developing procedures for gathering the views of different stakeholders, including pupils, parents and the wider community. It is working closely with the neighbouring schools and the LEA to identify and respond to the particular needs its pupils present.
130. The current school development plan identifies some thirty targets to be achieved in the current year. Many of these reflect the headteacher's initial evaluation of the school and are being effectively refined in the light of outcomes of developing school self-evaluation. The priorities identified for raising standards are all pertinent and effectively resourced. The format of the plan is good, with clear indications of responsibilities, timescales, funding, success criteria, monitoring arrangements and, where appropriate, specific costings.
131. Inspection evidence indicates that the school development plan is an active document that is regularly used by staff and governors alike. Plans for the longer-term give a brief but focussed outline of the school's priorities over a three-year period.
132. The school has made good and effective progress since the last inspection, particularly in raising standards.

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

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| Grade 1: Good with outstanding features |
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133. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
134. There is a good number of well-qualified and experienced teaching and learning support staff to meet the needs of pupils and the curriculum. Job share arrangements are effective. Support staff work effectively with teachers in planning, teaching and recording pupils' progress and this activity enhances the quality of education, particularly for pupils with SEN and those who are learning English as an additional language. There are sufficient numbers of dedicated and skilled administrative and other support staff.
135. School Workforce Funding is used most effectively to release the deputy headteacher and the special educational needs co-ordinator (SENCo) for a half day each week, in order to complete administrative duties. The *athrawes fro* visits the school regularly and gives valuable advice and support to teachers about organisation and resources for Welsh lessons.
136. Teachers and other staff have appropriate job descriptions. Responsibilities for subjects and aspects are shared fairly between staff and, in almost all cases, the role of subject leaders and phase co-ordinators is developing well.
137. Focussed in-service training has been undertaken to improve teachers' knowledge and expertise in various subjects, and professional development is closely related to priorities in the SDP. Outstanding effects of training are seen, for example, in the teaching and learning of Welsh, in the improved ICT skills of teachers and pupils, and in the teaching of mathematics.
138. Outstanding use is made of support staff to enhance pupils' learning. Teaching assistants and nursery nurses work purposefully with teachers to plan, deliver and record the progress of pupils in their care. Staff who support pupils for whom English is an additional language, are funded by the LEA, and are deployed very effectively. Pupils with SEN receive good input from professionals with the appropriate expertise.
139. The quality of the school's accommodation is outstanding, and is very well suited to the number and needs of pupils on roll. The school has very good access for disabled pupils and visitors. It provides a comfortable, safe and attractive learning environment, with stimulating displays of work in classrooms and other areas, which reflect the high standard of work achieved by pupils. Very good use is made of all areas in the school. Although the library is some distance from the classrooms, good use is made of this resource to help raise standards of achievement.

140. The school buildings are kept clean and are well maintained by the caretaker and cleaning staff. Administrative staff help run the school very effectively and efficiently from day-to-day, and canteen staff and lunchtime helpers contribute well to pupils' development.
141. The school shares the use of a nearby playing field with other local schools, but safety factors render the field unsuitable at the present time. However, the school ensures that pupils have adequate opportunities to participate in a wide range of sporting activities through using other facilities.
142. The school has a very good supply of resources for each age group and subject. The quality of the resources is very good, and teachers make very effective and imaginative use of them during lessons. The school has good resources for creative and practical work, and constant and very effective use is made of the interactive whiteboards. Subject leaders monitor resources well for their subjects, and ensure that equipment is sufficient, up-to-date, and suitable for enhancing pupils' learning.
143. Very good use is made of the local environment as a learning resource. Visits to places of educational interest, such as the new bridge, enrich pupils' experiences, and make a significant contribution to raising standards.
144. Systems for day-to-day financial management are well established and the school has responded to the recommendations made in the latest auditor's report. Resources are very carefully matched to priorities for development. A regular programme for monitoring the quality of teaching has been established. Budgetary control is strict and the school follows the principles of *best value* in its purchasing arrangements. The governing body monitors expenditure effectively. All major programmes and priorities are fully costed, and the governors have a clear oversight of spending priorities and patterns.
145. The school provides good value for money.

Standards achieved in subjects and areas of learning

Children under five

Children under five – Grade 2: Good features and no important shortcomings

146. The educational provision for children under five is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning (DLOs).
147. Although children make good progress as they move through the nursery (3 to 4 year olds) and reception (4 to 5 year olds) classes, given their below average starting point, some children are still working towards the DLOs in some areas of learning by the time they reach their fifth birthdays.

Good features

Language, literacy and communication

Nursery

148. Children listen well to adults and follow simple instructions correctly. Some regularly ask and answer questions when working with an adult. Children for whom English is an additional language successfully show that they have understood what they have heard.
149. Children enjoy listening to stories and recognise familiar characters. They follow the story in a shared book. Most understand that pictures tell a story and that writing carries meaning. Some correctly recognise the initial sounds of some familiar words and they happily join in songs and rhymes.
150. Children draw pictures to tell a story and record things they have seen in and around the classroom. They are starting to form and repeat recognisable shapes in their writing work.

Reception

151. Children follow a short sequence of instructions correctly and listen attentively to adults. They respond correctly to simple questions in Welsh. Most speak clearly and contribute to discussions when asked, using familiar phrases and vocabulary. Children participating in the recently introduced 'Teaching Talking' sessions, are becoming more confident in taking the initiative to speak at greater length and are starting to use a wider range of vocabulary.
152. Children recognise letter names and sounds on signs and in books and many recognise individual words and short phrases in English. They respond to simple questions and instructions in Welsh, and recognise the names of labelled objects. Children successfully place pictures in the correct order to tell a story.

They successfully label pictures and drawings. They copy adults' writing carefully and make sustained efforts to write independently.

Personal and social skills

Nursery

153. Most children settle quickly into the daily routine of the nursery, sharing equipment, and working together with one or two friends. They take turns when using the outdoor play equipment and, at the end of a session, tidy away well. Children are familiar with toilet routines and require limited help with their outside coats.

Reception

154. Overall, children successfully work on their own or as part of a small group. Most approach new or unfamiliar activities positively and many are keen to tell visitors about their work and play. Children locate and share equipment from around the setting, and take turns, for example, when using the computer. They help each other and respect property. Most children successfully take responsibility for their personal hygiene and independently dress themselves.

Mathematical development

Nursery

155. Children count successfully with an adult to five and above, and they accurately count up a number of objects. They effectively match shapes and colours, with some children accurately identifying differences. Children successfully further their understanding of shapes and measures through playing with sand and water.

Reception

156. Children successfully sort, match, compare and sequence a range of objects. Some successfully use terms as *more* and *less* and *bigger* and *smaller* when making comparisons. Many use mathematical names and terms correctly to identify simple shapes. Children recognise and copy repeated patterns, and most accurately match the names of numbers to their sound and appearance. Children successfully handle money, matching coins to price labels. They successfully develop their understanding of time.

Knowledge and understanding of the world

Nursery

157. Children are appropriately aware of what is going on around them. They recognise changes in the setting and are successfully developing their understanding of the passing of time. They discuss the weather and understand that when it is cold, they need to put on their outdoor coats to play outside.

158. Children successfully point out and name different features around them. They talk about members of their families, and many successfully recognise and name a range of farm animals. When using the computer, they make good use of the mouse to select and respond to instructions.

Reception

159. Children correctly recognise some of the features of each season, and correctly identify patterns, similarities and differences in the natural world. They explain their route to school, name the different rooms in their homes and refer to particular shops and landmarks in the area. They describe the different meals they eat, and sequence events during the day.
160. Children knowledgeably talk about the help provided by doctors, nurses and ambulance teams. They describe the different jobs undertaken by staff within the school. Children effectively explore, compare and make choices about materials. They independently use computers to support their work across other areas of learning.

Physical development

Nursery

161. Children travel sensibly over and under fixed objects, and in different directions, effectively using different parts of their bodies. They expertly negotiate their way around the outside area using wheeled vehicles. They handle different pieces of classroom equipment correctly.

Reception

162. Children successfully use construction kits to build models and handle a range of small equipment, tools and materials correctly. In the hall, children demonstrate a good awareness of space, and successfully develop travelling and balancing skills. They understand instructions to start, stop or move in a particular direction.

Creative development

Nursery

163. Children are familiar with the names of the primary colours in English and Welsh. They join in rhymes and songs with enthusiasm. They effectively select and use a range of brushes, pens and crayons, and successfully participate in realistic role-play.

Reception

164. Children effectively mix paints, create patterns and interpret their completed work. They successfully develop their understanding of form and contrast. In musical activities, children sing tunefully and maintain a steady rhythm. They successfully match words and movements in action songs, and effectively use percussion instruments to explore a range of sounds and effects.

Shortcomings

165. In the nursery, children's vocabulary is often limited and they lack the confidence to expand their thoughts and ideas.
166. When they are unsure as to the purpose of their learning, reception children do not sufficiently persevere and seek help where needed.

English

Key Stage 1 – Grade 2: Good features and no important shortcomings

Good features

167. Pupils listen well and respond enthusiastically to their teachers and to their peers, using appropriate vocabulary. Many Y1 pupils describe and explain effectively, and ask relevant questions. They respond correctly and immediately to instructions, and role-play effectively, for example, acting the part of a big, bad wolf.
168. Many pupils in Y2 speak with fluency and confidence when describing the wolf in a traditional folk tale. Some make interesting observations and voice opinions effectively. They recall names of characters and events from stories clearly in the correct order, and retell the tale of 'The Runaway Chapatti' with good characterisation.
169. The majority of pupils read with good understanding. Y1 pupils use a variety of strategies, such as the effective use of pictures, to read new words and to promote understanding. They have a good knowledge of phonics.
170. The majority of Y2 pupils read fluently. They show good knowledge of the conventions of books, using such terms as author, title and illustrator when discussing their favourite books and authors. They find information from books with a good degree of independence, and many can differentiate between fiction and non-fiction.
171. Pupils make good, steady progress in writing. Many write in an interesting way for a number of purposes, using a broad range of formats such as book reviews, labels, posters, descriptions, diaries and letters. Y1 pupils spell many frequently used words correctly, and their phonetically plausible attempts reflect their growing knowledge of whole word structure. They communicate well through simple words and phrases, for example, when describing their favourite toys.
172. In Y2, pupils have a good knowledge and understanding of language terms, such as vowel, adjective and syllable. They vary sentence structure effectively, and use full stops and capital letters correctly. They write lively stories and poems, displaying good spelling, correct basic grammatical structure, and lively imagination.
173. Pupils are well aware of the importance of good beginnings to stories, and organise their work well. They make effective use of personal word banks and guideline cards to improve their writing. More able pupils make effective use of conjunctions to extend sentences, and often succeed in writing extended pieces of work.

174. The standard of handwriting is good throughout the school. Pupils make effective use of ICT in developing their reading and writing skills.

Shortcomings

175. A number of pupils in each class lack the vocabulary and confidence to describe, explain and expand their ideas.

Welsh second language

Key Stage 1 - Grade 2: Good features and no important shortcomings

Good features

176. Pupils have a good understanding of Welsh. They listen well, and use simple greetings and phrases confidently and clearly. They take part effectively in simple activities, such as games, using appropriate vocabulary when working with a partner or in small groups.
177. Y1 pupils understand and obey instructions well, and recite and sing Welsh poems and songs with enthusiasm. Y2 pupils work well with a partner, creating dialogues about their favourite and least favourite food, using set sentence patterns effectively.
178. Y2 pupils answer questions about the weather correctly, and role-play effectively when discussing clothes. Most pupils use correct pronunciation as they count, recognise colours and name parts of the body. They respond particularly well to questions about themselves and their homes.
179. Pupils throughout the school recognise familiar words and simple language patterns in big books, flash cards and sentence building cards. They read their own work aloud with confidence and appropriate intonation. Y1 pupils sort and organise lines of poems effectively into the correct order, and read well as a class from the interactive whiteboard, reciting and performing poems dramatically.
180. Pupils write short pieces successfully in response to a variety of stimuli. Younger pupils label pictures correctly, use word banks to write phrases about the weather, and compose short sentences about their homes.
181. Y1 pupils produce attractive and informative booklets about themselves, showing a good grasp of several sentence patterns. They ask questions effectively, using several appropriate patterns, about clothes, the weather, parts of the body and their homes.
182. Y2 pupils express their likes and dislikes competently when writing about food and toys, and give positive and negative responses to questions. They have

created an interesting class book on fashion, containing photographs of every pupil and sentences describing their clothes.

Shortcomings

183. In conversation, most pupils do not make sufficiently extended contributions.

Mathematics

Key Stage 1 - Grade 2: Good features and no important shortcomings

Good features

184. Pupils in Y1 have a good understanding of numbers to 10. They are confident and competent in applying their knowledge to a range of activities, including some simple problem-solving situations. Many understand and independently create number patterns to 10. Some pupils count in 2s to 20, understand lighter and heavier, odd and even, and make sums of money to 20 pence.
185. The majority of Y2 pupils know number facts to 20 and many work successfully with three digit numbers. Some count confidently in fives and 10s to 100. Most understand the concept of multiplication and some recall multiplication facts at random.
186. Many Y2 pupils have good knowledge of time, recognising o'clock and half past. They are familiar with the properties and terminology of two- and three-dimensional shapes. Some can measure accurately in centimetres.
187. The majority of pupils successfully construct and interpret data from block graphs. They work out halves and quarters of simple shapes and of numbers up to 20. Most correctly solve simple problems involving money, adding and subtracting sums of up to 50 pence.
188. Throughout the key stage, the majority of pupils participate enthusiastically in 'mental maths' sessions and most respond accurately to teachers' questions. They make good use of the interactive white boards to aid their problem-solving skills.
189. By the end of the key stage, most pupils have a good understanding of the appropriate mathematical language and have the confidence to use it in context.

Shortcomings

190. There are no important shortcomings.

Information technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Good features

191. Pupils are confident in their use of ICT equipment and software. They successfully load programs and use both the keyboard and mouse to make selections and respond to program instructions. They effectively enter, save and retrieve their work.
192. Pupils are familiar with some of the uses of information technology in everyday appliances in the home and in equipment used in school. They use the interactive whiteboards confidently, demonstrating a good understanding of the different tools available. They effectively appreciate the advantages of using ICT to collect and process information compared with traditional 'pencil and paper' methods.
193. Pupils successfully develop their word-processing skills, using lower and upper case letters and different fonts. They effectively create and use computer-generated pictures, showing effective use of drawing and painting tools.
194. Pupil successfully understand that devices, such as robotic toys and vehicles, respond to commands and signals. They make good progress in learning to make choices that produce different outcomes, and recall their previous work accurately.
195. Using the Internet, pupils successfully locate and print out information from a specified website.
196. Pupils effectively organise and classify information to present their findings using charts or graphs. They successfully share ideas and interpret information in a variety of forms.

Shortcomings

197. There are no important shortcomings.

History

Key Stage 1 - Grade 2 : Good features and no important shortcomings

Good features

198. Pupils make good progress in developing an awareness of chronology. They successfully discuss similarities and differences between homes today

compared with those of their grandparents. They enthusiastically recall their experiences of laundry and household chores from their museum visit, and effectively express their opinions as to which period of time they prefer.

199. Through their study of the life and work of Laura Ashley, Y1 pupils successfully develop a good knowledge of personalities and issues, particularly in the context of more contemporary Welsh history. From their observation of pictures and samples of materials, they successfully discover how the past has helped to shape the present.
200. Y2 pupils successfully sequence the order of events in the Wright brothers' invention of the aeroplane. They effectively develop their skills in identifying fact from fiction, and in using reference materials to find answers to their questions.
201. Pupils make accurate use of historical terms and vocabulary. They effectively record and communicate their work in writing, illustrations and through their use of ICT.

Shortcomings

202. There are no important shortcomings.

School's response to the inspection

203. We are very pleased with the inspection findings which recognise that St Andrew's Infant is a good school that has made significant progress since the last inspection, particularly in raising standards. The inspection team agrees with the school's self-evaluation in all aspects, including the standards pupils achieve and the quality of teaching and learning.
204. We are particularly pleased that the inspectors note that all pupils make good progress and achieve good standards in their acquisition of knowledge, understanding and skills. The report highlights that an outstanding feature of the school is pupils' behaviour and the respect they show one another, and that they have a positive attitudes, are motivated, enthusiastic and interested. Pupils also show a good respect for diversity of beliefs, attitudes and cultural traditions in school and in the wider world.
205. The inspectors also found that the quality of teaching has improved and that pupils' interest and enthusiasm are promoted.
206. Most importantly, the report acknowledges that the school is a happy, caring community where everyone is valued, and that its aims and values are effectively promoted in the life of the school.
207. In addition, the inspectors note that good leadership provided by the headteacher, deputy head, subject leaders and the governing body, and that

effective links exist with parents, the receiving junior school, cluster schools and the wider community.

208. An action plan will be put in place to address the recommendations in the report. Most of the issues have already been identified as aspects for development, namely providing more opportunities to develop pupils' oral skills through strategies including *Teaching Talking*, further developing the role of subject and phase leaders and reviewing the early years' organisation. The school will also continue to strive to maintain and raise standards in all areas of the curriculum.
209. A summary of the school's action plan in response to the inspection recommendations will be sent to all parents, and the governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

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| Name of school | St. Andrew's Infant |
| School type | Community |
| Age-range of pupils | 3 to 7 years |
| Address of school | Milner Street Newport |
| Post-code | NP19 0GS |
| Telephone number | 01633 257262 |

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| Headteacher | Mrs Deborah Lambert |
| Date of appointment | September 2004 |
| Chair of governors/ Appropriate authority | Mrs Joan Jepps |
| Registered inspector | Dr Michael Best |
| Dates of inspection | 14 th – 16 th March 2005 |

Appendix B

School data and indicators

| Number of pupils in each year group | | | | | |
|-------------------------------------|---------|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Total |
| Number of pupils | 32.5 | 73 | 64 | 68 | 237.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 8 | 4 | 10 |

| Staffing information | |
|--|-------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 23:1 |
| Pupil: adult (fte) ratio in nursery classes | 12:1 |
| Pupil: adult (fte) ratio in special classes | - |
| Average class size, excluding nursery and special classes | 26 |
| Teacher (fte): class ratio | 1.1:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|-------|-------|----------------|
| Term | N | R | Rest of School |
| Autumn 2004 | 86.46 | 90.65 | 92.85 |
| Summer 2004 | 82 | 91.26 | 90.14 |
| Spring 2004 | 83.57 | 90.85 | 90.7 |

| | |
|--|----|
| Percentage of pupils entitled to free school meals | 38 |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

| National Curriculum Assessment KS1 Results 2004 | | | Number of pupils in Y2: | | 65 | | | |
|---|--------------------|----------|-------------------------|---|----|----|----|---|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | 4 |
| English: | Teacher Assessment | School | 0 | 3 | 10 | 87 | 0 | 0 |
| | | National | 0 | 4 | 13 | 63 | 20 | 0 |
| En: reading | Teacher Assessment | School | 0 | 0 | 7 | 93 | 0 | 0 |
| | | National | 0 | 3 | 11 | 63 | 23 | 0 |
| En: writing | Teacher Assessment | School | 0 | 4 | 12 | 79 | 4 | 0 |
| | | National | 0 | 5 | 14 | 69 | 11 | 0 |
| En: speaking and listening | Teacher Assessment | School | 0 | 9 | 7 | 84 | 0 | 0 |
| | | National | 0 | 4 | 14 | 55 | 27 | 0 |
| Mathematics | Teacher Assessment | School | 0 | 4 | 15 | 75 | 6 | 0 |
| | | National | 0 | 2 | 11 | 63 | 24 | 0 |
| Science | Teacher Assessment | School | 0 | 3 | 3 | 93 | 1 | 0 |
| | | National | 0 | 2 | 10 | 65 | 23 | 0 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|----|----------|----|
| In the school | 78 | In Wales | 80 |

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

Appendix D

Evidence base of the inspection

Four inspectors spent a total of 10 inspection days in the school. Thirty-seven lessons were observed in whole or in part.

- Pre-inspection discussions about the life and work of the school were held with the headteacher and staff, the governing body and parents.
- Responses to the questionnaire for parents, distributed before the inspection, were analysed.
- During the inspection, discussions were held with the headteacher, staff and pupils in the school.
- Pupils were observed throughout the school day, including breaktimes, lunchtimes and when entering and leaving school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the headteacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, headteacher and staff.

Appendix E

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|--|
| Michael Best <i>Registered Inspector</i> | Early years, information technology. Context, summary and recommendations. Key questions 1, 2, 5 and 6. |
| Charles Brentnall <i>Lay Inspector</i> | Contributions to Key questions 1, 3, 4, 5 and 7. |
| Zohrah Evans <i>Team inspector</i> | English, Welsh second language. Key questions 3 and 7. Contributions to Key questions 1 and 2. |
| Michael Flynn <i>Team inspector</i> | Mathematics, history. Key question 4. |

Contractor

Atlantes Educational Services
Technology House
Lissadel Street
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Acknowledgement

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

Summary Report for Parents

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

**St Andrew's Infant School
Milner Street
Newport
NP19 0GS**

School Number:680/2026

Date of Inspection: 14th – 16th March 2005

by

**Michael Best
W207/10413**

Date: 19th May 2005

Under Estyn contract number:T/102/04P

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St Andrew's Infant school was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of St Andrew's Infant school took place between 14th – 16th March 2005. An independent team of inspectors, led by Michael Best undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Context

The nature of the provider

St. Andrew's Infant school is situated just off Corporation Road, on the eastern side of Newport. The school, which shares a compact site with its receiving junior school, was extensively remodelled in 1998. It serves both rented and private housing, including short-term accommodation for families from overseas seeking to settle in the United Kingdom. Although an economically disadvantaged area, new housing developments are starting to regenerate the former industrial areas.

There are currently 270 boys and girls aged between 3 and 7 years on roll, which includes 65 children who attend the nursery on a part-time basis. The number of pupils on roll has declined in recent years. English is the home language for the majority of pupils, most of whom are from white backgrounds. Most other pupils come from Asian backgrounds and 20 pupils receive support in learning English as an additional language. Four pupils are looked after by the local authority. Currently, 38 per cent of pupils are entitled to receive free school meals, which is above national and local education authority (LEA) averages.

Children are admitted to the nursery when they are three years old. Teachers' initial assessments indicate that many have limited social, communication and number skills. Children attend full-time in reception from the beginning of the school year in which they reach their fifth birthday.

About a quarter of pupils have special educational needs (SEN), which is above national and LEA averages. Two pupils have statements outlining their special educational needs. The LEA provides regular support for pupils at the early stages of learning English as an additional language. The National Curriculum (NC) is not modified or disapplied for any pupil. The school has recently renewed its Basic Skills Agency Quality Mark award.

The headteacher joined the school at the start of the current school year (September 2004). At the time of the inspection, one member of staff was on maternity leave and two others were absent due to ill-health.

The school was previously inspected in May, 1999.

The school's priorities and targets

The school's mission statement stresses its partnership with parents, focuses on children's success, and promotes a happy, caring and stimulating environment where everyone is valued and is committed to lifelong learning. The school's aims include the social, moral, physical, emotional and academic development of all pupils.

The school's priorities for the current school year focus on raising the standards achieved by children under five and pupils in key stage 1 in English, mathematics and information technology.

Other targets place a strong emphasis on reviewing and improving the school's provision, particularly in teaching and learning, and putting in place a whole school approach to the development of pupils' key skills.

The school's three-year plan highlights plans for the ongoing review, updating and implementation of national and local initiatives.

Summary

St Andrew's Infant school is a good school that cares very well for its pupils and successfully promotes their achievement of good standards. The warm, welcoming and secure ethos of the school fully supports the inclusion of all pupils. Progress since the last inspection is good. The school is well led and provides effective value for money.

The inspection team agrees with the school's self-evaluation in each of the key questions.

Table of grades awarded

| 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? | 1 |

Standards

Subjects and Areas of Learning in the Early Years

From low starting points, children in the early years and pupils in key stage 1 achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability.

Pupils successfully achieve agreed learning targets and goals. Recent improvements in the school's analysis and use of assessment information and trends, are successfully raising teachers' expectations of what pupils can achieve and standards are rising.

Standards of achievement in the lessons observed in the subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 5% | 68% | 27% | 0% | 0% |

This exceeds the Welsh Assembly Government's target of at least 65 per cent grade 2 or grade 1 standards by 2007, and represents good progress since the last inspection.

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 Children's Learning. In the early years, standards of achievement are as follows:

| | |
|--|---|
| Language, literacy and communication | 2 |
| Personal and social development | 2 |
| Mathematical development | 2 |
| Knowledge and understanding of the world | 2 |
| Creative development | 2 |
| Physical development | 2 |

In key stage 1, standards of achievement in the subjects identified for inspection are as follows:

| Subject | Key Stage 1 |
|------------------------|--------------------|
| English | 2 |
| Mathematics | 2 |
| Welsh second language | 2 |
| Information technology | 2 |
| History | 2 |

In the early years and in key stage 1, pupils' standards across the key skills of listening, reading, writing, numeracy and information and communication technology (ICT) are good. Good features outweigh shortcomings in speaking across the curriculum. Bilingual competence is good, and the constant use of incidental Welsh throughout the school day ensures good understanding of the second language. Pupils' creative and problem-solving skills are good.

Attainment at the end of KS1 in 2004 in English was above the national average and similar to the local average, and above the national and local averages in science. In mathematics, it was below the national and local averages. Compared with similar schools (on the basis of free school meal entitlement), attainment was in the top 25 per cent of schools in English and science, and in the top 50 per cent of schools in

mathematics. Results have been steady over the last three years. Inspection evidence indicates that the school is successfully closing the gap in attainment between girls and boys, particularly in mathematics.

Children in the nursery and reception classes make good progress towards the Desirable Learning Outcomes for children's learning. Pupils in key stage 1 make good progress, and are effectively prepared for their transition to the junior school, and their life, and work in the community. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. Those for whom English is an additional language make good progress in the acquisition and development of language and communication skills.

Pupils' behaviour and their respect for others are good with outstanding features. There have been no exclusions in the last 12 months. Pupils have positive attitudes to school; they are well motivated, enthusiastic and interested in their work. Pupils make good progress in their spiritual, moral and social development. They develop a very good respect for the diversity of beliefs, attitudes and cultural traditions within the school and the wider world. Attendance is just below the national average. Pupils are keen to attend school and most are punctual.

The quality of education and training

The grades awarded in the lessons observed during the inspection are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 16% | 52% | 32% | 0% | 0% |

The quality of teaching has improved since the last inspection and exceeds the Welsh Assembly Government's targets. Relationships between staff and pupils are good. Pupils' interest and enthusiasm for learning are successfully promoted. Learning resources are well used, particularly the recently installed interactive white boards, to bring learning alive for pupils. Staff have high expectations of pupils' behaviour and employ a suitable range of teaching methods. They have a good regard for the individual learning targets of SEN pupils and for the language needs of those learning English as an additional language.

Teachers have good subject knowledge and an effective understanding of how young children learn. Classroom routines are well established and staff successfully promote full equality of opportunity in all activities. Support staff work closely with class teachers and provide good quality help for pupils. Pupils' bilingual needs are met effectively and the recent introduction of 'Teaching Talking' sessions is successfully improving reception children's confidence and use of spoken language. However, across the school, planning for the development of key skills is not sufficiently explicit.

The effectiveness of teachers' planning in the subjects inspected is good overall. In the best lessons in key stage 1, learning objectives are clear to pupils and lessons are lively because staff and pupils have a shared goal. In the early years, there are inconsistencies in the way in which children's learning is organised and developed. In the best practice, teachers successfully develop small steps in learning. However,

in the reception classes, learning objectives are not always clearly shared and discussed with children. In the nursery, there is not always sufficient adult intervention and involvement in child-chosen activities.

The school's arrangements for assessing, recording and reporting on pupils' attainment and progress are good, and meet statutory requirements. Staff systematically use assessment information to support pupils' progress, and the new pupil tracking system is effective. Pupils' annual reports provide good information about the standards achieved and indicate how improvements can be made.

The school provides a broad and balanced curriculum that meets all legal requirements, and successfully promotes the needs of all its pupils. Pupils benefit from a wide range of practical activities both in and out of lessons. Visits and visitors successfully enhance the curriculum.

The school's promotion of pupils' spiritual, moral, social and cultural development is good. The ethos of the school is one of a happy, caring community where everyone is valued. The arrangements for pupils' personal and social education, including health and sex education, are effective.

Pupils' awareness of other cultures and the diversity in the world is very well developed. The *Cwricwlwm Cymreig* is a prominent feature of provision, with good emphasis on the local community. Pupils develop a good knowledge of sustainable development through their care for the school's environment, and the emphasis the school places on recycling. The school successfully reflects national priorities for lifelong learning and community regeneration in the learning experiences it provides for pupils.

The school's partnerships with parents, the local community, nursery schools, the receiving junior school and other primary schools in the area effectively enrich pupils' learning. Links with the adjoining junior school are very good, and those with other primary schools, secondary schools and higher education institutes positively benefit the life and work of the school. Links with parents and carers are good, with strong support for the Home-School agreement. There are valuable links with the builders of the new Newport Bridge, which is within sight of the school.

The quality of the school's care, support and guidance of the pupils in its care is good with outstanding features. Staff work very closely with parents and carers. Induction arrangements are effective, and the school successfully identifies and assesses the needs of pupils with SEN and English as an additional language. Specialist services support pupils well.

The school regularly monitors pupils' attendance and punctuality but there are some minor inconsistencies in the codification of absences and late arrivals. Behaviour is very well monitored and appropriate records maintained. Health and safety issues are promptly and properly addressed. Child protection arrangements are well documented and known to all who work at the school. The school's good arrangements to deal with any oppressive behaviour, bullying, discrimination and harassment are very good.

The school very successfully promotes good race relations and has effective procedures in place to ensure that disabled pupils are treated fairly. Pupils' understanding of diversity, including the value of contributions made by those from a wide range of backgrounds, is very good.

Leadership and management

The headteacher leads and manages the school well. Since her appointment at the start of the school year, she has established good working relationships within the school and the wider community. She gives a positive and clear direction to the work of the school. In conjunction with governors and staff, she is developing effective procedures for monitoring and evaluating the work of the school to further raise standards.

The school's aims and values are effectively promoted in its daily life and work. They are appropriate to the age of the pupils, and the community the school serves. The school is fully committed to inclusion and to pupils achieving their potential.

The governing body is supportive, and works successfully with the headteacher to develop and sustain the strategic management of the school. Governors have a good overview of the school's strengths and shortcomings. The school meets all statutory requirements.

The school's use of self-evaluation is good and inspection evidence confirms measurable improvement in provision over the last six months. Under the guidance of the headteacher, managers are successfully developing their collection and use of the information available about pupils' attainment and progress, and the quality of teaching and learning. The school development plan is well structured and is an effective working document. Priorities for development are realistic and focus clearly on its evaluation of standards and the quality of education.

The school is well staffed by sufficient and suitably qualified and experienced teachers and support staff, who are very well deployed, managed and developed. The school is very well served by its administrator and clerical staff, catering staff, lunchtime supervisors, caretaker and cleaners.

The accommodation is outstanding and very effectively used. The provision of learning resources is very good. The school makes very successful use of its finances to support teaching and learning.

Recommendations

The governing body, headteacher and staff should maintain the good progress made since the last inspection and:

- R1 Improve standards of spoken language across the curriculum; *
- R2 Improve the organisation of children's learning in the early years; *

- R3 Further develop subject leaders' and phase coordinators' use of self-evaluation in improving standards; *
- R4 Ensure consistency in codifying absences and late arrivals.

**These have already been identified by the school as priorities for development.*

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.

Acknowledgement

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