

**INSPECTION UNDER SECTION 10
OF THE SCHOOL INSPECTION ACT 1996**

**ST DAVID LEWIS RC PRIMARY SCHOOL
MEON CLOSE
BETTWS
NEWPORT
NP20 7DU**

School Number: 680/3307

Date of Inspection: 29th – 31st March 2004

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Under ESTYN contract number: T/162/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

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

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

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

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

5. Poor: many shortcomings.

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

St David Lewis is a Roman Catholic School located in Bettws, a large housing estate on the outskirts of the city of Newport. Bettws has been identified by the Welsh Assembly Government Deprivation Index (WDI) and the Local Health Board's Needs Assessment Review as being an area with huge educational and child poverty needs.

The school notes that 75% of pupils are drawn from an economically disadvantaged area while the remainder come from areas which are neither prosperous nor economically disadvantaged. Thirty four percent of pupils are registered as being entitled to receive free school meals. Seven percent of pupils come from ethnic minority groups. There are 83 pupils in the school; 19 of them have been identified as having special educational needs (SEN).

The acting head teacher has been in post since September 2003. Due to periods of sick leave by the head teacher, the school has suffered from period of instability over the last few years which has led to the staff feeling insecure and unsettled.

St David Lewis R.C. Primary School Mission Statement.

In work and play the school teaches the Good News of Jesus Christ. By growing, learning, praying and working together, the children meet life's challenges secure in God's love, their lives are built on the foundation of their own personal relationship with Jesus Christ our Lord.

The School's aims

The staff and governors of St David Lewis school aim to provide for the religious and educational needs of the pupils through a broad and relevant curriculum which centres on the teaching and practices of the Roman Catholic Church.

The school endeavours to:

- Instil a sound knowledge of the Catholic faith;
- Work with the Parish community of St David Lewis and others as well as each child's parents in leading that child along his/her personal faith journey;
- Instil religious and moral values and respect for oneself and others;
- Help pupils develop lively and enquiring minds;
- Provide opportunities for pupils to acquire skills which enable them to reach their maximum potential;
- Develop each pupil's creativity and instil literacy and numeracy skills;
- Help pupils understand the world in which they live;
- Foster mutual respect and understanding between all members of the school community and develop positive relationships;
- Strengthen links with St Joseph Comprehensive School.

The school's agreed aims and mission statement underpin all development planning.

The current interim School Development Plan (SDP) identifies the following priorities:

To improve teaching and learning in English;

To improve the teaching of music;

To review and revise documentation in light of the forthcoming inspection;

To ensure implementation of the new Code of Practice for SEN.

The school was last inspected in May 1998.

2. MAIN FINDINGS

St David Lewis R.C. primary school provides a secure environment where pupils are valued and respected and where their spiritual and moral development is given high priority. Pupils are well behaved and the quality of relationships between pupils and between pupils and adults are good. The school has strong links with the church and the local community. The acting head teacher and staff are hard working and with the support of the governing body (GB), are committed to ensuring that catering for pupils' needs is kept at the forefront as they focus on moving the school forward.

Educational standards achieved by pupils

- Pupils' standards of achievement overall in the school were satisfactory or better in all the lessons and sessions seen of which about 31% were good.
- The educational provision for the under-fives is appropriate. Overall standards of achievement are satisfactory and children make steady progress towards the desirable outcomes for children's learning.

Reception (4-5 year olds)

Language, Literacy and Communication Skills	Satisfactory
Personal and Social Development	Good
Mathematical Development	Satisfactory
Knowledge and Understanding of the World	Satisfactory
Physical Development	Satisfactory
Creative Development	Satisfactory

- In Key Stage 1 (KS1) and Key Stage 2 (KS2) pupils' standards of achievement in the subjects of the National Curriculum (NC) are as follows:

	KS1	KS2
English	Satisfactory	Good
Welsh (2 nd Lang.)	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and Technology	Good	Satisfactory
Information Technology	Good	Satisfactory
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Unsatisfactory
Music	Satisfactory	Good
Physical Education	Satisfactory	Satisfactory

- End of key stage Teacher Assessment results for KS1 in 2003, show that 71% of pupils achieved the core subjects' indicator, a percentage which is 8% below the national figure. While 29% of pupils achieved level 3 in speaking and listening and reading and 14% achieved level 3 in mathematics, the results note that no pupil achieved a level 3 in writing and in science.

- End of KS2 test results for 2003, show that the school figure of 55% for those achieving the core subjects' indicator was 13% below the national figure. The percentages show that the school figure is slightly above the national figure for English, well above for science and well below for mathematics. When the percentages of those achieving level five are considered, the school figures are well above the national figure for English, well below for science and considerably lower for mathematics.
- The majority of pupils with SEN achieve good standards.
- Standards and progress made by children under five years of age in key skills across the areas of learning are satisfactory. In KS1 and KS2 standards are satisfactory in speaking, listening, reading, writing and in the application of number and use of ICT.

Ethos of the school

- Pupils' spiritual and moral development is good, their social and cultural development is satisfactory. There is a strong Catholic ethos and assemblies provide suitable opportunities for reflection. Opportunities to develop moments of awe and wonder in other subjects are more limited. There are clear rules and expectations and pupils are effectively taught the difference between right and wrong. Older pupils are given satisfactory opportunity to exercise initiative but there is, as yet, no school council for pupils to express their views and take on social responsibility. The school effectively promotes racial equality and pupils develop satisfactory knowledge of cultural diversity and are given satisfactory opportunities to learn about Wales and Welsh culture.
- Standards of behaviour are good overall and most pupils have a positive attitude to learning. Pupils are generally polite and helpful, they move around the school in an orderly manner and lunchtimes are pleasant sociable occasions. The school has an anti bullying policy and takes steps to eliminate any bullying, sexism, racism or any other form of discrimination. No unacceptable incidents were seen during the period of the inspection and no pupils were excluded in the past twelve months.
- Attendance levels are satisfactory with average annual rates of around 91% in recent terms. Many individual pupils have very good levels of attendance. Illness caused a drop in attendance rates during the Autumn term. Lessons start and end promptly and pupils arrive on time.

Quality of education

- Across the school the quality of teaching was satisfactory or better in all lessons or sessions seen (38) including around 34% which were good and about 66% which were satisfactory. While teachers are hard working and have a sound subject knowledge in the majority of subjects, there are shortcomings in subjects such as mathematics, science and art where teaching approaches are not always effective and opportunities to extend more able pupils are limited. In the minority of lessons which were judged to be good, planning for pupils of different ages and abilities was effective. Shortcomings in less effective lessons included an

insufficient focus on differentiation at the planning stage, ineffective structure and organisation and a lack of pace.

- Assessment, recording and reporting are satisfactory overall. Strategies for assessment and recording in the Early Years is good. In KS1 and KS2, the marking and evaluation of pupils' work does not always identify ways forward for pupils. Assessment information does not inform the planning of future lessons for pupils of all abilities in a sufficiently rigorous manner. While procedures for the recording of pupils' achievements in the core areas, are appropriate, there are no formal strategies recording pupils' progress in foundation subjects. Written reports to parents are informative and identify ways forward in the core areas.
- The curriculum is satisfactory overall. It is good overall for under-fives although the lack of a safe place to climb and swing inhibits planning for the full range of activities. In KS1 and KS2 policies are in place for all subjects and are helpful in bringing consistency to the teaching. Useful schemes of work are in place for most subjects and are in the process of being completed for art, history and geography. Teachers' planning is sound in terms of objectives, content and knowledge. Planning for the development of key skills is very brief. Provision for extra curricular activities is satisfactory and includes a focus on team games. The curriculum is socially inclusive.
- Support and guidance is generally good as is the attention given to pupils' welfare. Child protection procedures are secure in the school and arrangements to support pupils equally and fairly are understood and implemented. Recent legislation to promote a better understanding of racial awareness in schools is in place. Arrangements for pupil support and for social inclusion are effective. The guidelines of the Catholic Church is followed to address personal and social education.
- Provision for pupils with SEN is good and the majority make good progress. Considerable progress has been made during the current academic year and the Code of Practice is implemented well. The SENCO performs her duties effectively. Appropriate strategies are in place to identify pupils with SEN after they start in the reception class. The school provides good support for pupils particularly in withdrawal sessions. The two pupils with statements receive good support. Links with outside agencies are effective in helping pupils maximise their potential.
- Partnerships with parents and links with the community, with other schools and institutions are good. The quality of information provided for parents is on balance satisfactory and includes regular newsletters. The prospectus is currently being updated. Links with other schools in the Catholic cluster are very secure and there are good links with the secondary school. There are currently no partnership agreements with initial teacher training institutions.
- Links and partnerships with industry are satisfactory. There is now a clear policy in place. The school makes good use of visitors who are regularly invited in to talk to pupils of all ages about many interesting aspects of the world of work. The

pupils also make many visits out into the community. The Newport Education Business Partnership has arranged placements for staff.

Management

- The quality of self-evaluation and planning for improvement is satisfactory. While a culture of self-evaluation has been established, it is in its early stages of development. The acting head teacher has written an SDP which contains very appropriate areas for improvement. Staff and governors are aware of the schools strengths and weaknesses in the broad term, but systems to provide accurate and detailed information are not yet firmly established. Overall, appropriate use is made of national and county data in order to compare aspects of the school's performance against other schools.
- The overall quality of leadership and efficiency is satisfactory. The school has suffered from period of instability over the last few years. The current acting head who has been in post since September 2003 sets high standards and provides good leadership. She has put in place a number of well-focused initiatives to move the school forward, a number of which are already having a positive impact. She has a very clear vision and sense of direction for the school. Co-ordinators have worked very hard in completing schemes of work but their monitoring role is insufficiently developed. Performance management strategies are in place and the first cycle is underway. The GB is supportive and members carry out their statutory duties conscientiously. The school's financial management is appropriate. Administrative assistants make valuable contributions to the day to day running of the school.
- Staffing and learning resources are satisfactory. Accommodation is good overall. Teachers are appropriately qualified, have clear job descriptions and have benefited from recent in-service training. Nursery nurses (NNEBs) work effectively with teachers. The under-fives learning unit is well set out and provides effective space for a range of activities although there is a lack of suitable climbing appliances. Learning materials and resources are appropriate for the most part although there are some deficiencies. Resources in subjects such as art are underused and insufficient use is made of the library for research purposes.

Progress since the last inspection

- Progress since the last inspection has been satisfactory overall.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Overall, standards of achievement, across the school were satisfactory or better in all the lessons and sessions seen of which about 31% were good.

- In early years, standards were at least satisfactory in all sessions and good in around 25%. Children make steady progress and achieve good standards in personal and social development and satisfactory standards in the other Desirable Outcomes for Learning.
- In KS1, standards were good in about 30% of lessons observed and satisfactory in around 70%. In KS1, standards of achievement are good in, design and technology, information technology and history. They are satisfactory in English, mathematics, science, Welsh as a second language, geography, art, music and physical education.
- In KS2 standards of achievement were good in about 35% of sessions and lessons and satisfactory in approximately 65%. Standards of achievement are good in English, history and music. They are satisfactory in mathematics, science, Welsh as a second language, design and technology, information technology, geography and physical education. Standards of achievement are unsatisfactory in art.
- End of key stage Teacher Assessment results for KS1 in 2003, show that 71% of pupils achieved the core subjects' indicator, a percentage which is 8% below the national figure. While 29% of pupils achieved level 3 in speaking and listening and reading and 14% achieved level 3 in mathematics, the results note that no pupil achieved a level 3 in writing and in science.
- End of KS2 test results for 2003, show that the school figure of 55% for those achieving the core subjects' indicator was 13% below the national figure. The percentages show that the school figure is slightly above the national figure for English, well above for science and well below for mathematics. When the percentages of those achieving level five is considered, the school figures are well above the national figures for English, well below for science and considerably lower for mathematics.
- The majority of pupils with SEN achieve good standards.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards and progress made by children under five years of age in key skills across the areas of learning are satisfactory. In KS1 and KS2 standards are satisfactory in speaking, listening, reading, writing and in the application of number and use of ICT.

- Children under five make satisfactory progress in developing early skills of literacy, numeracy and ICT. While the more able and older pupils make good progress, there are not enough opportunities for younger and less mature learners to repeat simple steps, this constrains their progress.
- In KS1 and KS2, a majority of pupils contribute in a satisfactory manner to whole-class discussions in a range of subjects. Where teaching engages pupils' interest, they listen attentively and show a good understanding of what they have heard. Opportunities for pupils in both key stages to make extended contributions at appropriate levels are limited and constrain the development of their oral skills in most subjects.
- The majority of pupils in KS2 in particular develop sound higher reading skills within the subject of English. For the most part however, throughout the school, opportunities for library-based work and the use of research skills to gather information in most subjects, are limited.
- Across the school, and at appropriate levels, pupils demonstrate good extended writing skills in history and religious education. Opportunities to make good use of these skills and to write for a range of purposes in other subjects are more limited.
- Numeracy skills are applied in a satisfactory manner in subjects such as science, design technology and in geography at the lower end of KS2. Overall, there are insufficient planned opportunities for pupils to work independently and apply and enhance their mathematical skills in other contexts, this limits their progress.
- Pupils make good use of their information technology skills at KS1, to gather information in other subjects and to communicate ideas and handle data. At KS2 the use of information technology skills to support work in other subjects is satisfactory. In both key stages pupils make satisfactory use of the interactive white board Pupils word process in English but make limited use of the computer for drafting and redrafting purposes. While pupils produce graphs based on research in some subjects, the gathering of detailed information on an individual basis in most subjects is limited. Insufficient use is made of the computer for monitoring purposes.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual and moral development is good, their social and cultural development is satisfactory.

- The school promotes pupils' spiritual development well. There is a strong Catholic ethos, assemblies are held daily, and moments are taken for prayer at key times throughout the day. These provide suitable opportunities for reflection and

the development of pupils' spiritual awareness. Opportunities to develop moments of awe and wonder in other subjects are more limited.

- The school provides good opportunities for pupils to learn about Christian and other faiths. As a result, they develop a good knowledge and insight into the values and beliefs of others and the importance of worship in the daily lives of people today.
- Moral development is good. There are clear rules and expectations. Pupils are effectively taught the difference between right and wrong. They treat other people and equipment with respect.
- Pupils contribute to a wide range of charitable causes at home and abroad and demonstrate consideration for others. They support CAFOD and The St Vincent de Paul Conference. They also hold annual parties for victims of the Chernoble disaster and collect stamps to provide hearing dogs for the deaf.
- The school encourages pupils to work together collaboratively and take responsibility for their actions. Pupils usually work together well, but on occasions they have difficulty co-operating with partners and this affects the amount of work they complete.
- Older pupils are given satisfactory opportunity to exercise initiative and take part in helping younger friends at playtimes and in setting out equipment. There is, as yet, no school council for pupils to express their views and take on social responsibility.
- The school effectively promotes racial equality and pupils develop satisfactory knowledge of cultural diversity through their work in religious education and geography.
- Pupils are given satisfactory opportunities to learn about Wales and Welsh culture. There is a range of visitors and trips, which contribute to pupils' awareness of Welsh traditions. However, there are few opportunities for pupils to focus on the work of Welsh artists or musicians.
- Pupils respond well to the opportunities the school provides for them.

4.2 Behaviour and Attitudes

Standards of behaviour are good overall and most pupils have a positive attitude to their learning.

- Pupils make good progress in the development of self-esteem and self-discipline. They are generally polite, well behaved and helpful.
- Pupils' attitudes to work are generally good. These good attitudes have a positive impact on pupils' standards of achievement and most lessons proceed smoothly as a result.

- In the classrooms, pupils settle down, follow instructions and sustain concentration. This is particularly the case when lessons are exciting and have good pace.
- When teaching does not allow lessons to move at a suitably brisk and challenging pace, some pupils lose concentration and resort to day-dreaming or becoming quarrelsome.
- Pupils move around the school in an orderly manner and lunchtimes are pleasant sociable occasions. Playtimes are energetic but friendly and older pupils are very caring of younger friends and siblings.
- There are clear and effective systems and guidelines for behaviour. Rules are displayed in classrooms for all to see. The school promotes positive behaviour and has high expectations of all pupils.
- The school has an anti bullying policy and takes steps to eliminate any bullying, sexism, racism or any other form of discrimination. No unacceptable incidents were seen during the period of the inspection.
- No pupils have been excluded in the past twelve months and parents feel moral values are effectively promoted and that pupils are caring and relate well to others.

4.3 Attendance

Attendance levels are satisfactory with average annual rates of around 91% in recent terms.

- Many individual pupils have very good levels of attendance. Full and improving attendance is rewarded half-termly. Illness caused a drop in attendance rates during the previous Autumn term.
- Attendance registers are completed twice daily in every class and comply fully with statutory requirements of National Assembly for Wales Circular 3/99.
- Office staff use the computer to record and monitor attendance and together with the head they track any absences and get support from the education welfare service for a small minority of families who cause concern.
- No specific numerical whole school targets for attendance are set.
- Lessons start and end promptly and pupils arrive on time in the morning.

5. QUALITY OF EDUCATION

5.1 Teaching

Across the school the quality of teaching was satisfactory or better in all lessons or sessions seen (38) including around 34% which were good and about 66% which were satisfactory. Examples of good teaching were seen in all classes.

- For under fives, teaching was good in about 25% of sessions and satisfactory in around 75%.
- Teaching was good in around 30% of lessons in KS1 and satisfactory in about 70%.
- In KS2, teaching was good in approximately 40% of lessons and satisfactory in approximately 60%.
- Overall good relationships have been established between pupils and teachers and support staff make a good contribution to the quality of teaching.
- While teachers are hard working and have a sound subject knowledge in the majority of subjects, there are shortcomings in subjects such as mathematics, science and art. In these subjects teaching approaches are not always effective and opportunities to extend more able pupils are limited.
- In the lessons which were judged to be good, planning for pupils of different ages and abilities is effective. The structure and organisation of these lessons are good with introductory and plenary sessions used to good effect. Teachers' explanation and questioning skills were good. Lessons moved along at a lively pace and pupils sustained their concentration well. Good use was often made of visual aids and artefacts to support the learning.
- Shortcomings in less effective lessons include an insufficient focus on differentiation at the planning stage, ineffective structure and organisation and a lack of pace. A lack of clarity in the explanation of tasks and insufficient opportunities for pupils to work independently. In some of these sessions, teachers' expectations of learning outcomes were unrealistic for some pupils and much less ambitious for others.

5.2 Assessment, Recording and Reporting

Assessment, recording and reporting are satisfactory overall.

- The school has a revised assessment policy. Appropriate use is made of evidence obtained from baseline, other tests (including NC tests) and from pupils' on-going work to set targets for individual pupils in the core areas.
- End of KS2 NC assessment data indicate considerable differences between teacher assessment and test results in mathematics and science.
- Strategies for assessment and recording in the Early Years are effective and relate well to the Desirable Outcomes for children's learning.

- Strategies are now in place to support the tracking and monitoring of individual pupils' progress in English, mathematics and science.
- In KS1 and KS2, the marking and evaluation of pupils work is generally consistent but does not always identify ways forward for pupils.
- Assessment opportunities are not consistently identified in short-term planning and assessment information, including that derived from marking, does not inform planning for pupils of all abilities in a sufficiently rigorous manner.
- The assessment of pupils with SEN is good.
- While procedures for the recording of pupils' achievements in the core subjects, are appropriate, there are no formal strategies in place for assessing and recording pupils' progress in the foundation subjects.
- The keeping of school portfolios to aid the moderation of standards in individual subjects is at a very early stage of development.
- Written reports to parents which comply with statutory requirements are informative and identify ways forward for pupils in the core subjects.
- Termly meetings offer opportunities for parents to discuss their children's progress and the contents of written reports at the end of the school year.

5.3 Curriculum

The curriculum is satisfactory overall. In general, it is broad balanced and relevant.

- The quality and organisation of the curriculum is good for the under fives and overall, is appropriate for children's age and ability. Planning for children under five addresses the six areas of learning. However, the lack of a safe place for young children to climb and swing inhibits opportunities for teachers and other staff to plan for the full range of activities on a sufficiently regular basis.
- Overall the KS1 and KS2 curriculum provision is satisfactory and complies with statutory regulations for teaching time.
- Subject policies are in place which are helpful in bringing consistency to teaching throughout the school. This helps ensure continuity and progression across subjects, between ability groups and year groups.
- Useful schemes of work have been developed, which are consistent in content, presentation and format for most subjects. Schemes for art, history or geography are in the process of being completed.
- Teachers' planning, for the most part, is sound in terms of objectives, content and knowledge. There is also a suitable objective for each lesson.

- Planning for the development of key skills is very brief and there is no whole school map of progression in skills across the curriculum. Teachers generally plan satisfactorily for differentiation, although the match of work to the abilities of the pupils is not always as accurate as it might be.
- There are good arrangements for pupils' social and personal and health education. The Cwricwlwm Cymreig is promoted satisfactorily throughout the school.
- Suitable use is made of the local environment to enhance learning and visitors to the school contribute positively to the curriculum.
- Homework is set regularly and targeted appropriately.
- The Schools' provision for extra curricular activities is satisfactory and includes opportunities for the development of team games. Pupils make regular educational visits and there are also an after school clubs, such as IT and homework.
- The curriculum is socially inclusive and there is equality of access and opportunity for boys and girls of all ages and ability. There are no pupils for whom the curriculum is dis-applied or modified.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance offered to all pupils is generally good as is the attention given to ensure good standards of pupil welfare.

- The head and governors take an active part in ensuring that policies and procedures for care and support are up to date and reviewed. Training is undertaken regularly in a number of areas and two staff members have updated first aid certificates.
- Child protection procedures are secure in the school and all arrangements to support pupils equally and fairly are understood and implemented. Recent legislation to promote a better understanding of racial awareness in schools is in place.
- The school reports that it gets effective support from the Behaviour Support Service and the Education Psychology Service for any pupils who may be at risk of exclusion because their behaviour is inappropriate. Regular meetings are held in the school. Arrangements therefore for pupil support and for social inclusion are effective.
- Parents' views as expressed to inspectors are favourable for the care and support shown to their children by adults who work at the school.
- The head monitors attendance closely and the school has received extra funding last year to phone homes on the first day of absence, which it does.

- The school follows guidance from the Catholic Church to address personal and social education. Governors have decided not to teach sex education. Health education is addressed through the science curriculum.
- Boys and girls are treated equally; however the school traditionally encourages the lining up of boys and girls separately not only on the yard but throughout the day and this is very obvious especially during school assemblies. On the whole good attention is given to inclusion and those with special educational needs are being well supported.
- Pupils are well supervised at play and they turn to adults readily for extra attention and assistance on the playground.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is good.

- Considerable progress has been made during the current academic year and the SEN Code of Practice is implemented well. The SENCO performs her duties effectively.
- There are nineteen pupils on the SEN register and the majority make good progress.
- Appropriate strategies are in place to identify pupils with SEN after they start in the reception class. Good use is also made of a variety of tests and teacher expertise. Assessment and recording procedures are good.
- The school provides good support for pupils at school action and school action plus stages. This is particularly in withdrawal sessions with the NNEB who focuses particularly well on individual needs. The two pupils with statements receive good support.
- In class, support for pupils of all abilities is satisfactory overall. The reference to differentiation in teacher's planning is often insufficiently detailed and focused. Good use is made of another NNEB in one class.
- Individual Education Plans (IEPs) are detailed and regularly reviewed and they contain specific targets for each pupil. Parents are encouraged to discuss their child's progress and to contribute to the support given.
- Links with outside agencies are effective in helping pupils maximise their potential.
- The identified governor for SEN is aware of the school's approach and methods towards SEN. The GB is fully committed to making financial resources available for SEN pupils on a fair and equal basis.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnerships with parents and links with the community are good. Links with other schools and institutions are also good. These links make a positive contribution to pupils' personal development and standards of achievement.

- Staff, including the head, are available and accessible every day for informal discussion with parents as necessary. Verbal exchanges and opportunities for discussion were evident during inspection week and are good.
- The quality of information about the school that is provided for parents is on balance satisfactory. The annual report from Governors for 2002-03 was not written at the end of the last academic year but by the acting head who has been at the school since September 2003. Staff send newsletters home on a regular basis and the range of information seen is generally good although there is little specifically about what is being studied in each class each term. The school prospectus is currently being updated.
- The Parent Friends Association is very supportive and works hard to raise money through organising for example children's discos, which are well attended. A small number of parents, grandparents and members of the local community help voluntarily in the school and this help is welcomed and valued.
- The Home School Agreement is given to all parents on an annual basis at parent's evenings and is used to promote the values of the school and encourage parent participation.
- Links with the church are strong and the pupils visit the nearby Catholic Church regularly both during term and at weekends. Masses are held in school on a very regular basis and are well attended by parents and friends.
- No partnership agreements with initial teacher training institutions have currently been taken up because of the uncertainty with the leadership in the school this year.
- Links with other schools in the Catholic cluster are very secure and are much improved in recent years. The school reports it is not isolated from the work and developments in other schools and pupils participate very often in sporting competitions and festivals within the locality.
- There are good links with the secondary school to which the great majority of pupils move at the end of Year 6. Curricular information is being increasingly shared for the benefit of pupils and staff and effective links are in place for the transition of pupils with SEN.

5.7 Partnership with Industry

The school has developed satisfactory links and partnerships with industry.

- There is now a clear policy in place that seeks to outline strategies for linking with industry to benefit learning opportunities for pupils and staff.
- The school makes good use of visitors who are regularly invited in to talk to pupils of all ages about many interesting aspects of the world of work. In recent terms this has included for example fire officers, the road safety team, a representative from Dogs for the Deaf, and the police schools' officer.
- The pupils also make many visits out into the community to see for example a power station, the bus station, shops and museums. Work in pupil's books demonstrates that they are benefiting from these visits.
- The Newport Education Business Partnership has been in to arrange placements for example to a museum, for staff but this year less emphasis has been given to extending their skills through this partnership.
- Pupils are involved in some extra curricular activities such as touch rugby which receive some outside funding and sponsorship.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement are satisfactory.

- While a culture of self-evaluation involving staff and governors has been established, it is in its early stages of development.
- The acting head teacher has written an interim school development plan (SDP) for the school. The targets set relate to appropriate areas for improvement and are linked to pupils' achievements and the quality of educational provision. Targets are costed, training needs are identified and success criteria are noted.
- Staff and governors are aware of the schools strengths and weaknesses in the broad term, but systems to provide accurate and detailed information are not yet firmly established.
- Overall, appropriate use is made of national and county data in order to compare aspects of the school's performance against other schools. Results from end of key stage tests and assessments have been analysed, but as yet the information gained has not been shared with the co-ordinators for each subject area.
- Target setting and procedures for tracking progress of individuals and groups are not always sufficiently rigorous.

- Co-ordinators have plans for the improvement of their subjects but have not yet had time to carry out detailed analysis or monitor teaching and learning, for example.

6.2 Leadership and Efficiency

The overall quality of leadership and efficiency is satisfactory.

- The ill-health of the head teacher necessitating in periods of sick leave over the last few years has constrained the effective development of leadership and efficiency.
- The current acting head who has been in post since September 2003 provides good leadership. She has worked very hard and has developed a very good overview of the strengths and weaknesses of the school. She has put in place a number of well-focused initiatives to move the school forward, a number of which are already having a positive impact. She has a very clear vision and sense of direction for the school.
- The SMT and staff supported by the GB succeed in creating a positive ethos, in ensuring good behaviour, equality of opportunity and general well being of pupils.
- Co-ordinators are developing a clearer grasp of their responsibilities. Their role at present is insufficiently developed in monitoring a number of features of many subjects, the effectiveness of teaching and in providing appropriate support where necessary.
- Performance management strategies are in place and the first cycle is underway.
- Job descriptions are in place for all staff.
- Members of the governing body are supportive and contribute appropriately to financial management. Their contribution to self evaluation and development issues is in the process of being further developed.
- Budget setting in relation to current SDP priorities and steps taken to ensuring best value for money are appropriate.
- The head and GB with the aid of the LEA support officer ensure that the school's financial management is appropriate. Administrative assistants make valuable contributions to the day to day running of the school.

6.3 Staffing, Accommodation and Learning Resources

Staffing and learning resources are satisfactory. Accommodation is good overall.

- Two of the four class teachers have been at the school for less than two years while a third has been there for less than three years. Teachers are appropriately

qualified and have clear job descriptions. They have benefited from recent in-service experiences.

- Support staff work effectively with teachers.
- While staff make the best use of available facilities, the lack of a safe place for young children to climb and swing inhibits opportunities for a full range of activities on a regular basis. The school hall is appropriate for PE activities. There is a good range of wall displays which help provide an environment conducive to learning and the school is kept very clean.
- There is an appropriate hard surface play area and ample grassed areas available when the weather is appropriate.
- Learning materials and resources are appropriate for the most part and overall satisfactory use is made of them. Resources in subjects such as science, design and technology and art are however underused and insufficient use is made of the library for research purposes.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is appropriate but there are shortcomings in the provision for children's physical development. Overall standards are satisfactory and the children are making steady progress towards the desirable outcomes for children's learning in most areas.

Language, literacy and communication skills

Standards of achievement are satisfactory.

Good features

- Children make steady progress in the development of their language, literacy and communication skills, and standards are in line with those expected by the age of five.
- They all enjoy looking at and listening to stories from books. They make predictions based on the illustrations and join in with well-known words with enthusiasm.
- Children remember the main story line and can sequence events correctly. They learn that pictures and words carry meaning and many older children demonstrate effective learning of early phonics.
- The teacher makes appropriate use of opportunities to promote the skills of speaking and listening enabling children to make sound progress in their acquisition of vocabulary.
- Pupils make appropriate use of opportunities to use incidental Welsh, as they start the day.
- Children benefit from a variety of basic writing experiences and use opportunities in their play to make marks and learn to write for a purpose. Most can write their name easily.

Shortcomings

- A significant minority of children find it difficult to concentrate for the full carpet session when their teacher is talking to them.
- A significant minority do not have confidence to regularly volunteer pertinent contributions to class discussions.
- The writing skills of a minority of children are underdeveloped.

Personal and social development

Standards of achievement are good.

Good features

- Children make good progress and achieve good standards in their personal and social development.
- They move around the reception classroom with developing confidence and treat one another and their environment with respect.
- They co-operate well with each other and with their teacher, learning to take turns and to share. The children are generally well behaved and sit quietly to listen to the teacher at registration, lesson and story times.
- They respond well and follow instructions sensibly when working and moving about the classroom, concentrating on their work for increasing lengths of time.

Shortcomings

- There are no significant shortcomings.

Mathematical development

Standards of achievement are satisfactory.

Good features

- Children make satisfactory progress in their mathematical development and achieve standards in line with those expected by the time they are five.
- They talk about the similarities and differences and can sort Russian Dolls into "smaller" and "larger".
- They chant their numbers with confidence.
- The majority are starting to recognise written symbols for numbers to ten and are learning to count out different combinations to make a particular number. Children learn the meaning of mathematical language connected with position and size. They join in with counting to ten.

Shortcomings

- When recording, less able children reverse their numerals.
- Younger, lower attaining children do not develop a confident understanding of the relationships between numbers.

- In number, a significant minority do not accurately match numbers to objects when counting to five.
- A minority cannot say which string of beads is the longest.

Knowledge and understanding of the world

Standards of achievement are satisfactory.

Good features

- In their knowledge and understanding of the world, children under five experience a suitably wide range of activities, make satisfactory progress and achieve appropriate standards by the age of five.
- They develop a good understanding of technology through the use of the computer and computer programs are used very effectively to support their work in other subjects. Children use the computer to draw pictures of their mum and say why she is special.
- They ask relevant questions and make observations about the days of the week and the changing weather.
- They make good use of a trip to the local supermarket to develop understanding of shops and how goods are exchanged for money.

Shortcomings

- A minority of children have a poor awareness of the sequence of time.
- They cannot talk with confidence about their environment, outside home or school.
- The majority of children lack confidence in making "sunglasses" from pipe-cleaners and paper.

Physical development

Standards of achievement are satisfactory.

Good features

- Children make appropriate progress and reach satisfactory standards by the age of five.
- Their development of fine control is satisfactory. Children use a wide range of small and large equipment with increasing confidence and co-ordination within the class.
- Children develop their fine physical skills appropriately through using a range of construction sets and manipulating a variety of small tools and construction toys

with developing skill. They use pencils with suitable accuracy and learn to thread beads with care.

- They learn to ride tricycles and run and skip during out door sessions.

Shortcomings

- Children do not develop upper body strength suitably, due to lack of access to appropriate equipment.

Creative development

Standards of achievement are satisfactory.

Good features

- Children make satisfactory progress reach satisfactory standards by the age of five.
- They experiment with paints and crayons. They practise drawing and some draw figures with facial features. They paint and draw pictures of themselves and of their families and houses.
- They demonstrate imagination and creativity when they play together happily travelling "into space" in a box, having listened to a story of a toy bear.
- The majority join in enthusiastically with songs and rhymes.

Shortcomings

- A minority of children lack confidence in joining in with actions to simple songs.
- They have limited skills in exploring shape, colour, texture and form in three dimensions.
- A significant minority lack confidence to design and make things of their own volition.
- Children do not select what materials they will use, for their models and pictures, but rely on what their teacher provides.

Welsh

Not applicable for this report

English

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- In KS1, most pupils listen well and respond appropriately to commands and instructions. They develop a sound recall of previously read stories.
- Across the key stage, the majority of pupils make satisfactory progress in their speaking skills. By the end of the key stage, they reach satisfactory standards in responding to questions, participating in role play situations and when contributing to discussions on for example historical artefacts. In a small minority of cases standards are good, here pupils' responses are more extended.
- KS1 pupils make satisfactory progress across the key stage in their reading skills. The majority are aware of features relating to books and are beginning to develop satisfactory prediction skills.
- By the end of the key stage the majority read in a satisfactory manner and with satisfactory levels of understanding. A small minority read with good expression.
- Across KS1, the majority of pupils make satisfactory progress in their writing for a variety of purposes which include features relating to stories, their own stories and accounts. They have produced interesting accounts of washdays in times gone by and on the topics of dreams and nightmares. By the end of the key stage, the majority of pupils have made satisfactory progress in their independent writing skills.
- Pupils at the lower end of KS2 listen well and respond appropriately to discussions about, for example, hill forts and local amenities. The speaking and listening skills of the majority of pupils at the upper end of KS2 are good. Pupils respond well to poems and demonstrate that they are able to support their points of view when they focus on the consequences of evacuation.
- The majority of the younger pupils in KS2 make good progress and read with good levels of fluency and expression. They demonstrate appropriate levels of understanding as they discuss books they have read. By the latter part of KS2, the reading skills of most pupils are good. They discuss characters and plot, often in an impressive manner.
- Across KS2, pupils' higher reading skills develop in a satisfactory manner through their focus on a variety of texts.
- Pupils across KS2 write for a good range of purposes. Younger KS2 pupils develop sound writing skills as they write letters, diary extracts, instructions, character sketches and descriptions of the feelings of characters in books. Their poems about themselves, animals and the weather are impressive.
- The majority of pupils at the upper end of KS2 write effective letters, biographies, descriptions, diary entries, newspaper articles and play scripts. They retell Welsh myths and a number have written impressive poems based on the topic of flowers.

- Across the key stage, pupils make sound progress in spelling and punctuation. The majority of pupils at the upper end of KS2 make use of paragraphs. Most pupils develop good hand writing skills.

Shortcomings

- The speaking skills of a significant minority of KS1 pupils are underdeveloped.
- A significant minority of pupils reaching the end of KS1 need to further develop their skills as independent writers.

Mathematics

Standards of achievement in mathematics are satisfactory at both key stages.

Good Features

- Pupils in KS1 learn to count forward in twos, fives and tens to a thousand.
- Pupils in Y2 learn to partition numbers to show which are hundreds, tens and units.
- At appropriate levels, pupils across the key stage work with money effectively and add and subtract simple amounts.
- Y2 pupils read the time to "o clock" using an analogue clock face and many learn to read the time in half hour intervals.
- Older pupils in particular collect data and record their findings in graph and table form.
- Younger KS2 pupils learn to work effectively at multiplication and division. Higher attaining pupils learn to add mixed numbers of whole numbers and fractions. They develop a sound understanding of place value.
- Pupils at the lower end of KS2 learn to use mental recall of addition and subtraction facts of numbers up to 20 to solve problems with larger numbers, and can explain their working in mathematical language.
- Pupils at the upper end of the key stage are aware of the names and properties of three-dimensional shapes.
- Higher attaining older KS2 pupils learn to use terms such as equilateral, isosceles and scalene and can describe the properties of such a triangle.
- These pupils convert fractions and work out which is the greater of two different fractions and can work out a mid-point between the two.
- Higher attaining pupils at the end of KS2 learn to work out the percentages of whole figures and of money.

Shortcomings

- Pupils in Y2 have not learnt to tell the time to the quarter hour. Many are confused with a digital display of time.
- Many lower KS2 pupils do not have confident recall of the three times table.
- A minority of younger KS2 pupils have difficulty adding together the digits of a three-digit number.
- Many pupils in Y5 and Y6 are not confident in working out the sum of the angles of a triangle, despite having completed many examples correctly in their work-books.
- When working in information technology a minority of pupils of older KS2 pupils have difficulty in working out the degrees of a quarter turn, calling it a "complete" turn.

Science

Standards of achievement in science are satisfactory at both key stages.

Good Features

- Pupils in KS1 have a secure grasp of the meaning of the terms transparent and non-transparent.
- Across key stage 1, they develop an awareness that some items are attracted by magnets and sort them into two sets, according to whether or not they are attracted to magnets.
- Y2 pupils test the strength of different materials in a satisfactory manner and look at their possible uses when their properties are considered.
- Across KS1, pupils develop a sound grasp of the importance of healthy eating and the components of a healthy diet.
- Lower KS2 pupils develop a good understanding of a fair test. They learn to record their findings and show their results in simple tables in an appropriate manner.
- Across the key stage pupils learn the differences between living and non-living things and the correct names for the different organs of the body.
- At appropriate levels, they compare human and other life cycles satisfactorily.
- Pupils across the key stage study sound and learn, from research, that it is a vibration.

- Younger KS2 pupils understand that some solids will dissolve in water while others will not.
- Older KS2 pupils develop a sound knowledge of materials, learning some of the differences between solids, liquids and gases. They learn about reversible and irreversible changes and how different materials can be put to different uses.
- Older pupils learn about electricity and make circuits using batteries, switches and wire and apply this knowledge to making torches in design technology.
- Pupils across the key stage use research materials such as books and computer programs in a satisfactory manner.

Shortcomings

- A minority of pupils in KS1 have difficulty in working out how to record their findings about magnets.
- Many pupils in the upper part of KS2 play a relatively inactive part in experiments in science lessons, watching as the teacher weighs different rocks, for example.
- The independent research skills of the majority of KS2 pupils are underdeveloped. Higher attaining pupils do not do significantly more advanced work than other pupils. They do not set up their own experiments or consider what resources to use to test their own theories.
- Across KS2, pupils do not use IT equipment and software to monitor changes or evaluate how they could improve their experiments.

Welsh second language

Standards of achievement in Welsh as a second language are satisfactory at both key stages.

Good features

- Pupils in both key stages develop a positive attitude towards the language. They demonstrate an increasing confidence in their use of Welsh as they move through the school.
- Their levels of understanding and their pronunciation and intonation skills develop well.
- At appropriate levels, the majority of pupils throughout the school make satisfactory use of Welsh in everyday situations.
- An appropriate foundation is established with the under fives with regard to familiarising children with the sounds of the language.

- Pupils in KS1 make sound progress in their skills of listening and speaking. They respond well to instructions. Across the key stage they develop a sound range of sentence patterns and vocabulary relating for example to the weather, personal information and likes and dislikes relating to food items.
- The majority write phrases and simple sentences well.
- Across the key stage, the majority make satisfactory progress in their reading skills as they read captions, their own work and simple reading books with their teachers.
- Pupils in lower KS2 have sound conversational skills as they demonstrate an increasing grasp of a variety of forms of asking and answering questions in relation to personal features and information relating to likes and dislikes.
- By the end of KS2, pupils use a wider range of language patterns including requests and patterns relating to the third person and the past tense.
- Across the key stages pupils' writing skills are satisfactory. Younger KS2 record personal and factual information while older pupils convey opinions, write explanations, dialogues, descriptions in the third person, past tense.
- Throughout the key stage standards in reading are satisfactory.

Shortcomings

- In both key stages, pupils skills of asking questions and at appropriate levels engaging in conversations are underdeveloped.
- Across KS2, pupils independent writing skills are limited.
- Older KS2 pupils' skills as independent readers are underdeveloped.

Design and technology

Standards of achievement in design and technology are good at KS1 and satisfactory at KS2.

Good features

- Pupils in KS1 learn to design and make model houses. They learn to draw detailed designs, listing what materials they will use and the criteria by which their effectiveness will be judged. Designs are followed carefully and pupils work hard to ensure that the finished item is fit for its purpose.
- They effectively evaluate how well their end product meets the criteria they have been set.
- KS1 pupils make pancakes and follow instructions to make a chocolate milk shake in work linked to literacy, taking good care of health and hygiene rules.

- They learn to use construction materials to make a variety of different artefacts in an effective manner.
- Pupils in lower KS2 design models with moving parts, carefully following their plans.
- They make good use of opportunities to design and use computers to draw what their finished article will look like.
- Lower KS2 pupils design picture frames and cut and join paper and card with suitable skill and accuracy. Mathematical skills are developed appropriately.
- Upper KS2 pupils learn to design and make a range of different biscuits. They taste and compare their finished biscuits, evaluating which ones they prefer.
- They use a range of electrical components effectively to make simple circuits for home-made torches.

Shortcomings

- KS2 pupils' skills in finishing their products to a high standard are not yet developed effectively.
- Across KS2, pupils' skills of cutting and joining a range of rigid materials are limited.
- KS2 pupils' skills of evaluating their work in order to bring about improvement is underdeveloped.

Information technology

Standards are good at KS1 and satisfactory at KS2.

Good features

- Pupils in KS1 use computers with confidence. They draw houses and "infill" with colour, or to use the "spray-can" facility when making Easter cards.
- Across the key stage, pupils in particular draw and write to illustrate their work, using the mouse and the keyboard as appropriate, such as when designing vehicles in work linked to design and technology.
- Y2 pupils use the caps-lock key and the full stop to word process their work when writing stories in work linked to religious education.
- Pupils in Y2 in particular tally information about how pupils travel to school in work linked to geography and produce a block graph to illustrate their findings. They use a screen logo to guide a "turtle" home.

- Pupils in lower KS2 use computers effectively for word processing linked to their work in literacy.
- They use a widening range of different programs to write and draw and to paste pictures into text.
- Younger KS2 pupils gather information effectively about teeth, when completing a topic in science.
- Pupils in upper KS2 learn to use art programs and the digital camera to make pictures in the style of Andy Warhol, confidently.
- Older pupils use computers to support work in other subjects, such as designing banners and posters in work linked to religious education or writing newsletters and adverts for their school.
- Pupils at the upper end of KS2 research using the Internet and CD Rom as part of their homework linked to finding out about their history topic.
- Across the key stage, at appropriate levels, pupils are reasonably confident when handling data and when learning to write a program to move a screen turtle.

Shortcomings

- Pupils at the upper part of KS2 demonstrate limited skills of using the computer to monitor change or write simple programmes.
- Their skills of sending e-mails and making presentations with sound and pictures are underdeveloped.

History

Standards of achievement are good at both key stages.

Good features

- Pupils in KS1 make good use of a visit to a local museum and demonstrate a good understanding of the use that can be made of a range of artefacts in their classroom to enhance their understanding of the past. They demonstrate a good knowledge of how hard life often was as they focus effectively on washdays in times gone by.
- In KS1, pupils focus particularly well on household items and develop a good understanding of how home life has changed. Pupils at the upper end of the key stage, in particular, have a good understanding of changes which electricity has brought to peoples' lives.
- A timeline depicting features relating to life fifty and a hundred years ago enhances pupils developing chronological awareness. They show a good awareness of how houses and means of transport have changed.

- In KS1, pupils are aware of life in ancient times as they focus on the story of Tutankhamen and the evidence that has survived including the pyramids and hieroglyphics from the period. They are aware of the importance for preserving evidence for future generations and place information relating to their own lives in a time capsule.
- Pupils in Y3 and Y4 demonstrate a good knowledge of life in very early times as the focus on early homes and tools. Their understanding of the concept of development is enhanced as they draw comparisons between early and later stone age peoples.
- They develop a good understanding of the Celts as they focus the Celtic tribe, dress and the location of hill forts. They focus well on the role of warriors and the story of Boudicca's revolt against the Romans.
- Pupils in upper KS2 demonstrate a good grasp of a number of features relating to the Victorian period. They focus well on school life drawing interesting comparisons with their own experiences. They draw effective comparisons between the lives of rich and poor children and have a good understanding of the work of philanthropists such as Dr. Barnardo.
- Pupils at the upper end of KS2 accumulate a good range of information about the Second World War and demonstrate a good understanding of its impact on social life, including the effects of the blitz and ways in which the government tried to safeguard the population.
- They have a good understanding of need for the rationing of food and initiatives which were put in place to encourage people to make more use of land for growing purposes.
- They make effective use of a visit by a former evacuee as they explore the impact of evacuation on the evacuees themselves and the families and communities which received them. They show a good awareness of the variety of sources which are available to enhance our understanding of the period.
- Across KS2, pupils have a secure grasp of the chronology of the periods studied.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are satisfactory at both key stages.

Good features

- Pupils in KS1 make good use of field visits and demonstrate a sound knowledge of the various types of buildings and other features relating to their locality. They are beginning to offer interesting suggestions for improving their surroundings.

- They demonstrate that their mapping skills including using two figure grid references are developing in a satisfactory manner as they focus on a simple map of the area. They focus well on ways of travelling to school.
- Pupils in lower KS2 demonstrate a good understanding of features relating to their own area, including changes that have occurred. They show that their mapping skills are beginning to develop effectively.
- They develop a good grasp of the links between their locality and nearby towns and cities in terms of the work opportunities and services they provide. They demonstrate good fieldwork skills as they focus on a traffic survey which they present effectively in graph form and demonstrate good skills in analysing their findings.
- Lower KS2 pupils demonstrate that they are developing a satisfactory grasp of environmental issues as they gather information about rain forests.
- Pupils at the upper end of the key stage demonstrate a good awareness of a range natural and man made features relating to a locality in an economically underdeveloped country. They demonstrate satisfactory skills in drawing comparisons with their own area.
- Pupils in upper KS2 study a map of the route of a local river from its source to the sea and demonstrate a sound grasp of its effects on the landscape.
- Across KS2, pupils have a sound knowledge of features on a variety of maps.

Shortcomings

- In both key stages and at appropriate levels pupils' knowledge and understanding of contrasting localities in Wales and the UK is limited and their skills of drawing comparisons with their own area are underdeveloped.
- KS2 pupils' knowledge and understanding of environmental change is underdeveloped.
- Older KS2 pupils skills of working individually to draw plans and maps, using keys and four figure grid references are limited.

Modern foreign languages

Not applicable for this report

Art

Standards are satisfactory in KS1 and unsatisfactory in KS2.

Good features

- In KS1 pupils demonstrate good skills as they draw self-portraits in charcoal.

- They demonstrate sound design skills and that they are beginning to develop good skills of clay modelling in their initial work relating to the creation of a tile mural depicting features of the locality.
- They focus well on colour, shade and texture and colours mix effectively, displaying a good understanding of tone.
- Pupils in both key stages are beginning to use sketch-books to record information and make observational drawings.
- Pupils in lower KS2 have created good quality pastel drawings of animals in the style of early cave artists.
- In upper KS2, pupils have produced a satisfactory range of still life paintings based on the work of Jan Van Os.
- Pupils at the upper end of KS2 have made good use of the digital camera and an IT art and graphics programme to create effective pictures in the style of "Pop Art" by Andy Warhol.

Shortcomings

- In both key stages, pupils' knowledge and understanding of the work of famous artists is limited.
- In both key stages pupils' skills in relation to 3D work are underdeveloped.
- KS2 pupils skills of working with a range of media and materials are very limited.
- Across KS2, pupils skills of experimenting and investigating are very limited.

Music

Standards of achievement in music are satisfactory at KS1 and good at KS2.

Good features

- Pupils know a variety of hymns and songs and they sing them tunefully. They sing with enthusiasm in assembly and pay good attention to the tune.
- In KS1 most pupils can keep in time when they sing together. They quickly learn new words to traditional songs.
- They can copy high and low sounds with their voices.

- Pupils in KS2 are confident in making their own compositions using chime bars, guitars and electric key-boards.
- They are aware of basic musical vocabulary and are starting to learn to read music.
- At appropriate levels, KS2 pupils evaluate their work effectively and share their ideas with other group members.
- They develop an appropriate understanding of the work of composers, when setting words to different tempos.

Shortcomings

- Some KS1 pupils have difficulty in maintaining a steady beat with percussion instruments.
- A number of pupils in KS1 cannot distinguish between high and low notes when they hear them.

Physical education

Standards of achievement are satisfactory at both key stages.

During the inspection a dance lesson was observed in KS1 and a two games lessons in KS2. Evidence indicates that pupils experience the full range of the National Curriculum programmes of study.

Good features

- Pupils across both key stages dress appropriately for PE sessions and they are aware of the importance of safety considerations.
- Pupils in KS1 and KS2 demonstrate a good understanding of the importance of warm up and cooling down sessions for their heart and muscles and carry out these activities effectively.
- KS1 pupils use space well during their warm up sessions. The majority demonstrate their ability to move in different ways, including marching and skipping. Their ability to create effective body shapes in response to given stimuli is at least satisfactory. The skills of a minority are good.
- In their focus on tennis, pupils in lower KS2 demonstrate satisfactory skills of throwing and of striking the ball using the forehand. A minority demonstrate good foot work skills during this activity.
- The majority of pupils at the upper end of KS2 demonstrate good skills of catching, passing and running with ball in their focus on mini rugby. A minority demonstrate good kicking skills. They show that they are able to work well in pairs and participate in a "Crugby" team game in an effective manner.

Shortcomings

- In both key stages pupils display limited skills in evaluating their own performance and that of others in order to improve their performances further.

Religious education

Not applicable for this report

Religious studies

Not applicable for this report

Personal and social education

Not applicable for this report

Business studies

Not applicable for this report

Child development

Not applicable for this report

Classics

Not applicable for this report

Community Languages

Not applicable for this report

Computer studies

Not applicable for this report

Drama

Not applicable for this report

Economics

Not applicable for this report

Electronics

Not applicable for this report

Geology

Not applicable for this report

Health education

Not applicable for this report

Home economics

Not applicable for this report

Humanities

Not applicable for this report

Keyboard skills

Not applicable for this report

Latin

Not applicable for this report

Law

Not applicable for this report

Psychology

Not applicable for this report

Sociology

Not applicable for this report

Vocational education

Not applicable for this report

Other(s)

Not applicable for this report

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The last inspection report for St David Lewis RC primary school, identified six key areas for action. Progress since the last inspection has been satisfactory overall.

- raise standards of achievement in IT in both key stages and in history, geography and music in KS2.

Progress has been at least satisfactory in raising standards in the above subjects which were judged to be unsatisfactory during the last inspection. New co-ordinators have been appointed for each subject. New schemes of work which give more attention to NC programmes of study are in place or are developing. Work is no longer planned in half-term blocks and this leads to better continuity and progress in pupils learning. Standards of achievement in IT are now good in KS1 and satisfactory in KS2. Standards of achievement are good in both key stages in history, satisfactory in geography, satisfactory in music at KS1 and good at KS2.

- improve the quality of education by:
 - (a) fully implementing schemes of work;
 - (b) ensuring that the learning experiences of pupils of a similar age in different classes are comparable;
 - (c) matching the work to the needs of pupils in mixed aged classes;
 - (d) using assessment more efficiently to influence lesson planning;
 - (e) instituting a system of the appraisal of teacher appraisal.

Progress in addressing this key issue has been satisfactory overall.

- (a) Staff have worked hard to ensure that schemes of work are in line with the demands of curriculum 2000. They are consistent in presentation and format and help ensure whole school continuity and progression for pupils. They are in the process of being completed for history, geography and art.
- (b) Following the last inspection, the school adopted strategies to address this issue. Currently, there are no pupils of similar age in different classes.
- (c) Staff have benefited from visiting other school to see good practice. New weekly planning sheets enable teachers to plan in satisfactory manner for differentiation although the match of work to the needs of pupils of all abilities is not always well focused and rigorous.
- (d) While more attention is given to this feature, assessment information does not inform planning for pupils in a sufficiently rigorous manner. Progress has been minimal and this remains a key issue
- (e) A performance management system is in place and the first cycle is underway.

- address the shortcomings in the identification and assessment of pupils' learning difficulties to ensure that their needs are met;

Effective strategies are now in place in relation to the early identification of pupils' learning difficulties. The quality of provision to ensure their needs are met is good;

- improve the provision for pupils under the age of five by providing adequate opportunities to promote the desirable outcomes for children of this age;

The education provision for the under fives is appropriate. Overall pupils make steady progress towards the desirable outcomes for learning in most areas although there are shortcomings in the provision for physical development.

- review and recognise time allocations of the school day by bringing teaching time at both key stages into line with the minimum teaching time recommend by the WO;

From Autumn 1998, afternoon playtimes ceased adding an additional 1 hour 15 minutes to teaching time per week. Current teaching time adheres to statutory requirements.

- organise development planning into one document focusing on whole school development with attention, along with other elements already in place, being paid to:
 - clearly identified objectives in order of priority;
 - the cost of the provision of resources and training needs linked to objectives;
 - a mechanism for evaluating the success of initiatives.

Following the last inspection, appropriate steps were taken and satisfactory progress has been made in addressing this issue. The current interim SDP notes areas for development, contains costings for resources and includes training needs. It also contains criteria for success and mechanisms for evaluating the success of initiatives.

8.2 Key Issues for Action

In order to continue to improve, the school needs to:

1. Raise standards in art in KS2 and address identified shortcomings in subjects and aspects judged to be satisfactory overall.
2. Complete and fully implement schemes of work.
3. Plan for the effective development of key skills across the curriculum.
4. Raise standards in teaching.

5. Ensure that short term planning identifies opportunities for assessment and use on-going assessment evidence to inform planning in a more effective manner.
6. Develop the role of the curriculum co-ordinators and further develop the process of self evaluation.

APPENDIX

A. Basic Information About the School

Name of School	ST DAIVD LEWIS RC SCHOOL
School type	Voluntary
Age-range of pupils	4 – 11
Address of school	Meon Close Bettws Newport
Post-Code	NP20 7DU
Telephone Number	01633 855734

Headteacher (Acting)	Mrs J Sutherland
Date of appointment	September 3 rd 2003
Chair of Governors/ Appropriate Authority	Mrs P Ryan
Registered Inspector	Mr Brinley Jones
Dates of inspection	March 29 th – 31 st 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		13	12	10	8	17	8	15	83

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4		4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	
Pupil : adult (fte) ratio in nursery classes	
Pupil : adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	4 : 20.75
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to the inspection				
	R	KS1	KS2	Whole school
Term 1	89.32	91.33	93.34	91.33
Term 2	90.74	93.20	91.25	91.73
Term 3	88.03	90.94	91.51	90.16

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 8					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	0	29	43	29	0
EN: Reading	Teacher Assessment	School	0	0	29	43	29	0
EN: Writing	Teacher Assessment	School	0	0	29	71	0	0
EN: Speaking and listening	Teacher Assessment	School	0	0	14	57	29	0
MATHEMATICS	Teacher Assessment	School	0	0	14	71	14	0
SCIENCE	Teacher Assessment	School	0	0	14	86	0	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:	71%	In Wales:	79%

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003			Number of pupils in Y6: 11										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	18	27	55	0
		National	0	0	0	0	0	1	5	16	45	29	0
	Test/Task	School	0	0	0	0	0	0	0	18	27	55	0
		National	0	2	1	1	0	0	4	12	41	38	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	18	36	46	0
		National	0	0	3	0	0	1	4	19	46	27	0
	Test/Task	School	0	0	0	0	0	0	0	46	55	0	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	27	73	0
		National	0	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	0	0	0	0	0	0	0	82	18	0
		National	0	2	0	0	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	82%	In the school:	65%
In Wales:	70%	In Wales:	68%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n Tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of 6 inspector days at the school.

Before the inspection:

- meetings were held with the head and staff, the GB and parents;
- questionnaires were distributed to all parents and the 28 completed questionnaires were analysed; the inspection team took note of the results;
- school documentation was examined.

During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 38 lessons or sessions across age groups;
- other observations included assemblies, registration, playtimes and lunch-time;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors scrutinised pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the GB.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr B. Jones	Rgl	The school and its priorities; Main findings; Standards of achievement in subjects and areas of learning; Quality of teaching; Assessment recording and reporting; Provision for pupils with SEN; Leadership and efficiency; Staffing, accommodation and learning resources; Progress since the last inspection; Key issues for action.	English; Welsh, second language; History; Geography; Art; Physical Education;
Mrs. S. Barnes	Team	Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Behaviour and attitudes; Curriculum; Quality of self-evaluation and planning for improvement.	Early Years; Mathematics; Science; Design and technology; Information technology Music.
Mrs. C. Roberson	Lay	Attendance; Support and guidance; Partnership with parents and community, schools and other institutions; Partnership with industry.	

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