



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



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**INVESTOR IN PEOPLE**

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

**Caldicot, St. Mary's Junior School and Special  
Education Needs Unit**

**Church Road  
Caldicot  
Monmouthshire  
NP6 4HN**

**Report by H M Inspectors**

**School Number: 679 / 2230**

**Date of Inspection 26 – 28 February 2002**

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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; key stage 2 of Y3 to Y6; key stage 3 of Y7 to Y9; key stage 4 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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## 1. Context

### The school and its priorities

St. Mary's Junior School and Special Education Needs (SEN) Unit is situated in the town of Caldicot. The SEN Unit is for pupils from south Monmouthshire with moderate learning difficulties and those with emotional and behavioural difficulties. Nearly all the pupils attending the school live in or near to Caldicot. The area is described as being neither socially nor economically disadvantaged. Pupils represent the full range of ability and come from backgrounds described as neither advantaged nor disadvantaged. The number of pupils on roll has fallen steadily in recent years, from 233 when the school was last inspected in March 1996, to 178 at the time of the inspection. During this period, the number of classes in the SEN Unit has fallen from three to one. Approximately 11% of the pupils are registered as being entitled to free school meals. Currently, 10% of the pupils, including those in the SEN unit, are identified as having SEN. One pupil in the SEN Unit and three in the main school have statements of SEN. All pupils with SEN receive extra help and attention to cater for their particular learning needs.

The school has experienced considerable difficulties in the two years preceding the inspection. A succession of three acting heads were appointed by the Local Education Authority (LEA) until the headteacher returned to school in March 2001. During this period of uncertainty and disruption, and for a time afterwards, the school had many changes in its teaching, support and secretarial staff. Five teachers – over half the staff - left during the last academic year, as a result of early retirement, voluntary redundancy, promotion to another school and to take up employment in other schools within the Authority. Two of the school's class teachers were appointed as newly qualified teachers at the beginning of the current school year.

The priorities of the headteacher in the period immediately following her return have been to re-establish a positive ethos and to build a good team spirit amongst the staff. A recent audit and evaluation of the school's needs has identified priorities for action. This has enabled the school to make good progress in a relatively short space of time. The audit forms the basis for current school development planning and target setting. The main aims include: revising school documentation and planning; and improving pupil behaviour, teaching and learning, and the quality of the school environment.

## 2. Main findings

### The main findings of the report

- Standards of achievement are good in half of the lessons or sessions observed, satisfactory in 40% and unsatisfactory in 10%.
- Standards of achievement in the National Curriculum subjects and religious education are as follows:

Subject	Judgement
English	Good
Mathematics	Satisfactory
Science	Satisfactory
Welsh second language	Satisfactory
Design and technology	Unsatisfactory
Information technology	Satisfactory
History	Good
Geography	Unsatisfactory
Art	Good
Music	Good
Physical Education	Good
Religious Education	Good

- The 2001 National Curriculum test results show that for pupils in mainstream classes and in the SEN Unit, the percentage attaining level 4 or above in English is slightly above the national average and just below the LEA average. In mathematics and science, the percentage attaining level 4 or above is below the national and LEA average. In mainstream classes only, the percentage of pupils attaining level four or above is considerably higher than the national and LEA average in English. In mathematics and science, it is higher than the national average but below the LEA average. Compared to other schools in similar circumstances, pupils do well in English, and perform close to the average in mathematics and science.
- Pupils achieve good standards across the curriculum in the key skills of listening, reading and writing. Standards in speaking, numeracy and information and communications technology are satisfactory.
- The school has a positive ethos and a good team spirit. It is characterised by effective daily routines, orderliness and good quality relationships between staff and pupils. Effective support and guidance are provided by staff who care about their pupils' welfare. Pupils' behaviour and attitudes to work are good. Pupils are courteous to adults and relate well to each other. Attendance is satisfactory. Punctuality is good and lessons start promptly.

- Pupils have a good understanding of right and wrong and treat resources and property with respect. They show good understanding of those less fortunate than themselves and contribute well to charitable causes. Pupils have a good understanding of their Welsh heritage and of a range of different cultural traditions through many areas of the curriculum. This helps to further develop their respect for people of other races and faiths. Overall, pupils' spiritual development is satisfactory, though there are limited opportunities during collective worship and through the subjects of the curriculum for them to engage in quiet reflection.
- The quality of teaching is good in approximately half of the lessons or sessions observed, satisfactory in 40% and unsatisfactory in around 10%. Lessons are generally well structured and taught. However, teachers use a limited range of teaching strategies and pupils have too few opportunities to work independently and be responsible for their own learning.
- The quality of assessment, recording and reporting is satisfactory. Progress has been made in improving assessment procedures since the last inspection, but there is scope for further development and to ensure consistency across the school.
- All subjects of the National Curriculum and religious education are taught. Recently revised policies and schemes of work are available for most subjects, but these vary in quality. Teachers' weekly planning has some shortcomings. Not enough attention is given to investigation, problem solving and enquiry, including these aspects of mathematics, science and geography. Pupils are offered a good range of extra-curricular activities and team games. These experiences enrich their learning and promote their personal and social development.
- Overall, pupils identified as having special educational needs in the main school and in the separate SEN unit achieve satisfactory standards in their work. Pupils in the special needs unit make satisfactory and sometimes good progress in their behaviour and make steady progress in their learning. The school's provision for pupils with SEN is satisfactory overall. However, when pupils from the SEN Unit are integrated into mainstream classes, not enough attention is given to planning appropriate work and providing support. Similarly, when pupils from Year 3 and Year 4 attend the SEN unit, opportunities are limited for them to undertake appropriate activities, and to support their work in mainstream classes. The role of the recently appointed special education needs co-ordinator is insufficiently developed.
- The school has good links with the community. The school's partnerships with parents, other schools and institutions are satisfactory, but opportunities for parents to contribute to school life are limited.

- Overall, leadership and efficiency of the school are satisfactory. However, teachers with management and subject responsibilities are not yet sufficiently involved in the monitoring of standards and improving teaching and learning. The governing body is supportive of the school, but members are not involved enough in monitoring the school's finances on a sufficiently regular basis and in school improvement. As a result the school's procedures outlined in the School Development Plan for evaluating its strengths and weaknesses, identifying priorities and in measuring success are at an early stage of development.
- A number of health and safety issues relating to school security and pupils' safety have been drawn to the attention of the head and governing body.
- The school prospectus and the governor's annual report to parents do not fully meet the National Assembly for Wales's guidelines as set out in Circular 14/01 and 15/01.
- The last inspection report identified four key issues for action. The period of uncertainty over the last two years has meant that progress in addressing all the key issues has been uneven.

### **3. Educational standards achieved by pupils**

#### **3.1 Standards achieved in subjects and areas of learning**

Standards of achievement are good in half of the lessons or sessions observed, satisfactory in 40% and unsatisfactory in 10%.

- Standards of achievement are good in English, and satisfactory in mathematics and science. Pupils apply themselves diligently to the tasks set.
- The 2001 National Curriculum test results show that for pupils in mainstream classes and in the SEN Unit, the percentage attaining level 4 or above in English is slightly above the national average and just below the LEA average. In mathematics and science the percentage attaining level 4 or above is below the national and LEA average. In mainstream classes only, the percentage of pupils attaining level four or above is considerably higher than the national and LEA average in English. In mathematics and science, it is higher than the national average but below the LEA average. Compared to other schools in similar circumstances, pupils do well in English, and perform close to the average in mathematics and science.
- The school analyses the achievement of boys and girls and has purchased resources to target boys' underachievement, especially in language.
- All pupils with SEN receive additional support. They achieve satisfactory standards and make appropriate progress in line with their age and ability.

### **3.2 Standards achieved in the key skills across the curriculum**

Standards in the key skills of listening, reading and writing are good. Standards in speaking, numeracy and information and communications technology are satisfactory.

- Pupils communicate clearly and appropriately. Generally, however, opportunities for pupils to discuss, describe, explain and predict as individuals, pairs, groups and as a whole class are limited. As a result, they do not give sufficiently extended answers and observations.
- Pupils listen attentively for extended periods and produce factual and creative work of a good standard. Generally, the good standard of written English enables pupils in all classes to record their work well. Pupils read with understanding from a range of different sources to support their work across different subjects.
- Pupils apply their numeracy skills effectively across the curriculum. They are able to use their numerical skills well in their work in science. In science and design and technology pupils use appropriate units of time, capacity and temperature correctly.
- Overall, pupils have satisfactory skills in the use of information and communications technology. They use data handling packages to display their results in science investigations. Pupils also use information and communications technology appropriately in work on census analysis in history, and surveys in geography. In Year 5, where there are examples of good work in information and communications technology, pupils use a range of media such as a tape recorder, video recorder and word processing packages to report their work in history using a modern day journalistic style.

## **4. Ethos of the school**

### **4.1 Pupils' spiritual, moral, social and cultural development**

Overall, the school makes good provision for pupils' moral, social and cultural development. Provision for spiritual development is satisfactory.

- Daily acts of collective worship, and the teaching of religious education and aspects of geography, provide pupils with satisfactory opportunities to develop understanding and respect for the values, attitudes and beliefs of people of different races, cultures and faiths.
- Overall, pupils' spiritual development is satisfactory, though there are limited opportunities during collective worship and through the subjects of the curriculum for them to engage in quiet reflection.

- The school is effective in helping pupils to develop an understanding of right and wrong. Staff maintain a calm approach in dealing with pupils and use a range of activities to encourage pupils to develop respect for others. Pupils show a good understanding of the importance of truth and fairness.
- The school uses a range of strategies to encourage pupils' social development. Throughout the day, staff encourage pupils to relate positively to one another, and prompt pupils about the need to co-operate at breaks and lunchtimes. There are opportunities for pupils to work together, for example, when older pupils read with younger pupils. Pupils also take responsibility for tasks such as the collection of registers, whilst all Year 6 pupils have some responsibilities for aspects of the life and work of the school. There are more limited opportunities to encourage pupils' social development through group work in classrooms.
- The school provides a wide range of activities to promote cultural development, both through its curriculum and through after school and lunchtime groups. There are displays of pupils' work on a variety of other cultures. The work of the choir and music lessons provide good opportunities for pupils to experience music from other cultures. The school adequately promotes racial equality.
- The school is effective in promoting y Cwricwlwm Cymreig. Through lessons and visits to the local community and further afield, pupils develop a good understanding of the culture and traditions of Wales.

## **4.2 Behaviour and attitudes**

The school is an orderly community. Pupils' behaviour and attitudes to learning are good.

- The school has successfully created a caring ethos where pupils feel secure. Pupils are happy, polite and courteous. Relationships between teachers and pupils are good.
- Attitudes to learning are almost always consistently good in all classes. Pupils demonstrate good powers of concentration and show interest in their studies. These positive attitudes make a good contribution to standards of achievement.
- A small number of pupils find it difficult to concentrate on their work. This situation is generally managed effectively. At times, however, the behaviour of these pupils adversely affects the progress of others. This tends to occur when the pace of lessons is slow, the tasks are unclear, or where the teaching does not cater for the differing needs of pupils.
- The school has an effective behaviour management policy that recognises the importance of good behaviour as a foundation for pupils' learning. Staff apply this policy consistently and share high expectations of good behaviour. There is effective monitoring to ensure that acceptable standards are achieved without endangering the self-esteem of pupils.

- Mid-day supervisors are appropriately trained and discharge their duties efficiently and with care.
- The school is effective in preventing incidences of bullying. This is part of the new behaviour policy, and the ethos of the school and the quality of relationships make a positive contribution in this area.
- In the last twelve months, three boys have been temporarily excluded for bad behaviour.
- Approximately four fifths of parents who returned the parental questionnaire expressed a high level of satisfaction with standards of behaviour and pupils' attitudes to school.

### **4.3 Attendance**

The school achieves satisfactory levels of attendance.

- Not all figures are available for the last school year, as the analysis of registers was not consistently undertaken. Registration procedures are now satisfactory. Class teachers follow the guidelines in the staff handbook but do not consistently total registers. As a result, the completion of registers does not fully comply with National Assembly for Wales Circular 3/99.
- The headteacher, with support from the school secretary, analyses weekly figures to identify patterns of absence and makes contact with the Educational Welfare Officer should concerns arise. Class teachers liaise with the headteacher to discuss attendance issues on a regular basis. Unauthorised absence is low.
- Overall, pupils are punctual at the start of the school day and lessons start promptly.
- The school has a good attendance policy, but does not set targets for further improvements.

## **5. Quality of education**

### **5.1 Teaching**

The quality of teaching is good in approximately half of the lessons or sessions observed, satisfactory in 40% and unsatisfactory in around 10%.

- Relationships between teachers and pupils are good and this supports pupils' progress.

- In the better lessons, learning objectives identified in teachers' planning are communicated clearly and pupils are consistently challenged to achieve high standards. Links are made with the previous lesson and the progress made is discussed at the end.
- Generally, teachers' subject knowledge is at least satisfactory and frequently good. In a small percentage of lessons, where teaching is unsatisfactory, teachers sometimes lack subject knowledge and employ a narrow range of teaching strategies. In these lessons also, teaching is not matched well enough to the needs of pupils especially those with SEN and the more able. The over-use of commercial schemes and worksheets limits the development of pupils' own ideas and opportunities for more extended written work. Overall, teachers do not plan well enough for the use of support staff in classrooms. This limits the impact of these staff on pupils' learning.
- Throughout the school, there is a considerable amount of direct, whole-class teaching. This is generally well organised, and proceeds at a suitable pace. However, teachers tend to use a narrow range of techniques that do not always motivate or challenge the more able pupils. The school's intention to use the library for more enquiry, investigative and research based work has the potential for pupils to develop more independence in their learning.

## **5.2 Assessment, recording and reporting to parents**

The school's assessment, recording and reporting arrangements are satisfactory.

- Assessments made when pupils are in their first term offer a useful starting point against which to measure their progress. In its School Development Plan, the school has identified the need to develop subject portfolios to help to raise teachers' expectations and to guide more accurately their assessment of pupils' levels of achievement in all subjects.
- The new system for recording pupils' attainment is effective but is not yet implemented consistently. Information obtained from assessment is not used enough in planning or in target setting at pupil, class and whole school level. Pupils are not involved sufficiently in evaluating their own work.
- There are suitable arrangements to identify pupils who have special educational needs, but the lack of precise targets limits the effectiveness of pupils' individual education plans.
- The quality of marking is uneven. Where teachers follow the appropriate guidelines set out in the school's policy, marking gives valuable feedback to pupils on how to improve the quality of their work.
- Teachers discuss pupils' work with parents twice a year. They keep a record and act on any points raised during discussion.

- The quality of the annual reports to parents is generally good. They record in detail pupils' achievements in all subject areas. The best examples outline the next steps the pupils should be working towards. Parents express a high level of satisfaction with the information they receive about their children's achievements.
- The school analyses results from the National Curriculum assessments, a range of standardised and internal tests. The use made of this information to inform future curriculum planning, to deploy ancillary staff and inform priorities in the school development plan is underdeveloped.

### **5.3 Curriculum**

Overall the curriculum has appropriate breadth, but there are some shortcomings in balance and organisation that limit the effectiveness of the provision.

- The school plans its curriculum through subjects and themes. Some of these subjects, such as design technology and geography, are taught in blocks of time over the year. Teachers have made a considerable effort during the previous two terms to update a range of policies and schemes of work to provide a broad framework for the delivery of the National Curriculum. Schemes of work are available for all subjects apart from design technology and history, though both are identified for attention within the current School Development Plan.
- Schemes of work are of variable quality. Where they are good, they help to secure continuity and progression through clearly identifying learning objectives, tasks, resources, planning for the development of key skills and assessment opportunities. Overall, however, insufficient attention is given to the progressive development of pupils' key skills in listening, information and communications technology and numeracy. Work in design technology and geography is not planned effectively to secure depth as well as breadth in pupils' learning.
- Areas of the curriculum that relate to investigation, problem solving and enquiry are not well developed.
- There are effective strategies for the exchange of classes in music and physical education in order to offer subject expertise to other ages.
- Teachers' weekly planning gives insufficient attention to matching the work to pupils' needs and abilities. The more able sometimes have work that is too easy. In some lessons, when pupils from the SEN unit join classes in mainstream, insufficient planning and preparation results in them being unable to undertake the same activities and to feel included in the lessons.
- Pupils benefit from a good range of extra-curricular, cultural and sporting activities. These experiences enrich their learning and promote their personal and social development.

- Arrangements for personal and social education are satisfactory. The school development plan identifies personal and social education for review in the summer term to take account of the Qualifications, Curriculum and Assessment Authority's (ACCAC) Framework for Personal and Social Education.
- The school has an appropriate homework policy that builds on the home-school contract to reinforce work in classrooms, especially in developing pupils' literacy and numeracy skills.

#### **5.4 Support, guidance and pupils' welfare**

The school makes satisfactory arrangements for the support and guidance of pupils.

- The school has created a caring environment where pupils are valued and the quality of relationships is good. Staff are good role models, they know their pupils well and treat them with respect.
- Parents feel that the school instils positive values and this is borne out by the good behaviour observed during the inspection. Pupils are taught the importance of honesty, sharing and consideration as part of their personal and social education programme.
- Child protection procedures are efficiently managed by the head teacher and meet the requirements of Circular 52/95. All relevant meetings take place and members of the school staff are aware of their responsibilities. There is appropriate contact with social services on child protection issues.
- The school has a comprehensive policy for health and safety. The guidelines cover all aspects of health and safety management and actively promote the well being of pupils. Necessary safety checks are undertaken regularly and records kept appropriately on accidents and other matters.
- There is a whole-school policy for promoting equality which is implemented satisfactorily.
- Sex education, and drugs awareness are delivered appropriately through the personal and social education programme.
- There are appropriate procedures in place for supporting pupils with special medical needs, as part of the Health and Safety policy. Similarly effective policies are in place on behaviour, anti-bullying and attendance.

## 5.5 Provision for pupils with SEN

The overall provision for pupils with SEN is satisfactory.

- The school includes a unit that caters for pupils who have learning difficulties and or emotional and behavioural difficulties. One of the five pupils placed in the unit has a statement of special educational needs. The unit is staffed by one full-time teacher and one qualified Nursery Nurse. Year 4 pupils from the combined Year 3 and Year 4 class join pupils in the special unit for morning sessions. Pupils from the special needs unit join main school classes on an individual basis for some of the afternoon sessions. In addition to the pupils attending the special needs unit, the school has identified a further 18 pupils who are experiencing difficulties in school, either because of learning or behavioural problems. Of these 18 pupils, three are the subject of statements of special educational needs. Pupils with special educational needs receive additional support from assistants funded either through their statements of special educational need or from the school's delegated budget.
- Across the school pupils have access to an appropriately broad and balanced curriculum. None of the pupils' statements includes disapplication from the National Curriculum.
- Pupils identified as having special educational needs in the main school and in the separate SEN unit make steady progress in their learning and achieve satisfactory standards in their work. Most enjoy books and read confidently. The most able readers use expression well and can draw meaning from what they have read. Pupils in the special needs unit make satisfactory and sometimes good progress in their behaviour.
- The school's procedures for special educational needs show due regard for the Code of Practice. At the time of the inspection, appropriate arrangements were in hand for annual reviews. However, reports for the previous year's annual reviews (2000 to 2001) and outcomes of the meetings were not available.
- The role of the recently appointed special educational needs co-ordinator is underdeveloped. Arrangements are in hand for the special educational needs co-ordinator to receive training.
- The school uses appropriate procedures to identify pupils with special educational needs, but does not make the best use of the information to target additional support so that it is fully effective. All pupils identified as having special educational needs have individual education plans. Broadly, these are appropriate to the pupils' needs. However, the targets set are frequently not sufficiently specific. Too few opportunities have been identified for the special educational needs co-ordinator to have non-contact time to monitor provision for SEN and to evaluate the progress made by pupils in achieving the targets set out in their individual education plans.

- Across the school, not enough attention is given to planning for pupils with special educational needs, to ensure that the work is set at a level appropriate to their needs and ability. In particular, not enough thought has been given to the use and impact of support staff to make best use of their skills in helping pupils with SEN.
- Pupils from the SEN unit have the opportunity to join other pupils in mainstream classes. However, when pupils from the SEN Unit are integrated into mainstream classes, not enough attention is given to planning appropriate work and providing support. Similarly, when pupils from Year 3 and Year 4 attend the SEN unit, opportunities are limited for them to undertake appropriate activities to support their work in mainstream classes.

## **5.6 Partnership with parents and community, schools and other institutions**

The school's partnerships with parents, other schools and institutions are satisfactory. It has a good partnership with the community.

- A little over half of the parents who responded to the parental questionnaire thought the school actively encouraged parents to play an active part in the life of the school. Overall, the school could do more to utilise the talents of parents to support and enrich the quality of education offered.
- Termly newsletters are provided for parents and two parents' evenings are held each year.
- Approximately three quarters of parents who returned the questionnaire expressed a high level of satisfaction with information received from the school about the curriculum and how it relates to their children.
- Both the prospectus and the governor's annual report to parents are informative but neither fully complies with the requirements of National Assembly for Wales Circulars, 14/01 or 15/01. Information is required in the annual report on action undertaken by the school to strengthen links with the community, attendance information, and arrangements for the admission of pupils and access for pupils with disability. In the prospectus, information is required regarding term dates, charging and remissions policy, procedures for dealing with complaints, and arrangements for accessing documents on the school's curriculum.
- Homework diaries, are an effective communication channel between home and school, but are not always used consistently.
- The parent teacher association organises regular events throughout the year to raise funds for the school.

- Community partnerships are good. These include links with the local church, the police drug awareness team, involvement in music, art, poetry and writing competitions. The choir performs for senior citizens. Satisfactory use is made of the local environment and areas further afield, especially in history and geography, to enrich pupils' learning.
- Local organisations use the school's facilities, and the school has a good record in charitable activities.
- Transition arrangements with two comprehensive schools are satisfactory and the school works effectively with the cluster group. Heads of science and mathematics visit Year 6 pupils in the junior school and all Year 6 pupils have a taster day at one of the comprehensive schools. This is a carefully managed programme which ensures a smooth transition for pupils. Parental concerns are addressed at the induction meeting for Year 3 pupils and at the Year 6 parents' evening. Curriculum links however, are not fully developed in all subjects.
- The school has a partnership agreement with the University of Wales College Newport to provide training placements for students. Child Care and Education Students from Nash College also undertake training in the school. Placements are well monitored and students bring educational benefits to the school and enrich pupils' learning. Students from the local comprehensive schools also undertake work experience in the school.

## **5.7 Partnership with industry**

Partnership with industry is satisfactory.

- The school has links with a number of local companies and organisations. These links have been used effectively to gain funds, equipment and material for the school. Some of these donations have added to the safety and security of the site.
- The school does not have a policy for the further development of its partnership with industry and to provide pupils with role models from the world of work.

## **6. Management and efficiency**

### **6.1 Quality of self-evaluation and planning for improvement**

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

- Following her return to school, the headteacher has completed a whole school audit and evaluation. These have helped inform the short-term priorities in the School Development Plan and decisions about the day-to-day organisation of the school. These have had a positive effect on relationships with staff and pupils' behaviour.
- The school has recently redistributed responsibilities amongst staff. Subject leaders have begun to monitor their subjects through undertaking an audit of work. The comments are mainly descriptive and tend to concentrate on provision and resources rather than an evaluation of the standard of pupils' work.
- Governors have subject and managerial responsibilities and are beginning to get to know the school better. However, the governing body has not yet received reports on standards and the outcomes of the monitoring arrangements. The link between the self-evaluation process and the school development plan is at an early stage of development.
- The head and staff meet regularly to review their planning. This is helping the school identify its priorities.
- The school has set quantitative targets for the three-year period 2002-2004. These have been discussed and agreed with the LEA. However, the targets set do not influence curriculum planning enough.

### **6.2 Leadership and efficiency**

Overall, leadership and efficiency of the school are satisfactory.

- The headteacher provides strong leadership for the school. Under her guidance, the senior management team and staff have worked hard over the previous year to re-establish a positive ethos. The school is now characterised by effective daily routines, orderliness and a good team spirit. The recent decision by the headteacher to employ extra ancillary staff to provide a favourable adult pupil ratio has been beneficial in securing the above improvements.
- The school has appropriate aims. Its commitment to equality of opportunity is apparent in most aspects of its life and work, but has yet to be fully realised when pupils from the SEN unit join other pupils for lessons in the main school.

- The School Development Plan, recently re-introduced, is a useful document, but does not provide sufficient long-term direction for the school. Members of the governing body are not sufficiently aware of its content. The governing body committees do not yet play a strong enough role in evaluating the standards achieved, or in overseeing the school's finances on a sufficiently regular basis. As a result the school's procedures outlined in the School Development Plan for evaluating its strengths and weaknesses, identifying priorities and in measuring success are at an early stage of development.
- Annual staff development interviews provide the headteacher and staff with the opportunity to evaluate their individual work, identify professional development needs and set targets for the coming year. Job descriptions that detail duties and responsibilities have been appropriately prepared for each member of staff.

### **6.3 Staffing, accommodation and learning resources.**

The school is generously staffed for the number of pupils on roll. There are sufficient resources and they are generally well used. There is ample classroom accommodation and grounds for outdoor activities. The surplus accommodation in the SEN unit is used purposefully to teach design technology.

- The LEA meets the costs of staffing in the special needs unit. The school funds additional support staff to work in classes. These staff are well used to support pupils' behaviour, but their deployment has a more limited impact on standards.
- Generally, there is an appropriate match between teachers' qualifications and the subjects that they co-ordinate. The in-service training programme is satisfactory in developing the professional competence of staff with co-ordination responsibilities. There is good support for newly qualified teachers, both from their named mentor and from other staff, including help for teaching pupils with SEN. Recently, the mentor and one of the newly qualified teachers have begun to use the career entry profile as part of the induction process. The school has planned effectively for development of staff skills in information and communications technology and for development of the co-ordinator's skills in Welsh and SEN.
- The quality of the environment within the main school building is good. In the SEN unit it is satisfactory. Most displays are of generally good quality. They enhance pupils' learning and there is an appropriate balance between displays of pupils' own work on topics and subject information. There are some areas in the SEN unit where carpets and other floor coverings are worn and some of the decoration is of poor quality. All areas of the school are clean.

- Teaching areas are at least adequate in size. The space outside classrooms is not used well enough to encourage the older pupils to work independently. The new library and planned information technology facility have the potential to provide pupils with more opportunities to develop research skills. The hall is large enough for indoor physical education, but the steps leading to it from the main part of the school are dangerous. Although there is access to the ground floor of the building, access to the library would not be possible for physically disabled people.
- The lack of a perimeter fence and a public footpath running across the school site results in a number of health and safety issues that were raised in the last inspection report. The entrance to the school is very congested at the beginning and end of each day. Other issues relating to health and safety were discussed with the head and the governing body during the inspection.
- The school's resources are generally adequate. There are some shortcomings in music, where some of the instruments are in a poor state of repair. In geography, there are deficiencies in the provision of large-scale maps, aerial photographs, weather recording instruments, globes and atlases. Overall, staff make good use of the available resources.

## **7. Subjects and areas of learning**

### **English**

Standards of achievement are good.

### **Good features**

- Throughout the school, pupils listen attentively, both to their teachers and to one another. They answer questions well, and with confidence. They consider their ideas effectively prior to answering questions, and often use language well to express their views. Where pupils have the opportunity for discussion in small groups, they listen attentively and interact with one another appropriately.
- Pupils generally read confidently and with expression. They understand what they are reading well and have developed a range of strategies for tackling unfamiliar words. They read aloud to the whole class fluently and with expression. Overall, pupils are developing a good appreciation of the work of different authors. They draw meaning from poetry and show a good understanding of why poets use different techniques. Pupils read well for information and, comprehension work is generally good.

- Pupils' written work is of a good standard. Most use a wide vocabulary in their writing and write well for a range of purposes. They understand the need for their written work to be neat and are generally making good progress in spelling, grammar and punctuation. Most of the older pupils can set their work out appropriately. The most able can reflect on their work and make corrections without support from the teacher.

## **Shortcomings**

There are no major shortcomings.

## **Mathematics**

Standards are satisfactory.

## **Good features**

- Pupils have a good understanding of mathematical terms and are developing an appropriate mathematical vocabulary.
- Many pupils can respond swiftly when calculating mentally. They succeed well in adapting and applying mental work in a variety of situations and with different numbers.
- Pupils have a good understanding of place value. They respond positively in whole-class situations and work enthusiastically.
- The more able younger pupils have good skills in estimation. They can check with measuring tapes and rulers the accuracy of their estimation and evaluate their results
- Year 3 pupils understand the concept of ordering numbers and ordinals. The more able pupils can construct complex problems using ordinals and their knowledge of number.
- Many pupils in Year 4 can use algebraic signs to complete number sequences using three and four digit numbers.
- Pupils in Years 5 and 6 build successfully on their knowledge, skills and understanding. They develop satisfactory computational skills using the four rules of number.
- The majority of pupils have a sound grasp of the concepts of time, measurement, and area. They understand how to represent and analyse different data in tables, diagrams, block and line graphs and pie charts.
- A notable feature of the work in mathematics is that pupils set their work out neatly.

## **Shortcomings**

- In mental mathematics sessions, some aspects of the work are too difficult for the less able pupils.
- There are too few opportunities for pupils to carry out their own investigations and their problem solving skills are underdeveloped.
- The more able pupils find the work too easy.

## **Science**

Standards are satisfactory.

## **Good features**

- Pupils have a satisfactory understanding of the work undertaken in physical and biological science.
- In the physical sciences, pupils have a satisfactory understanding of the properties of electricity, forces and light through undertaking a study of simple circuits, the effect of friction on movement and observing how light passes through different materials. Pupils are able to group and classify materials correctly. Older pupils have an appropriate understanding of how to separate mixtures of materials in solution and, with support from their teacher, of the rate of absorption of materials in water at different temperatures. Pupils are able to illustrate their work in graphic form and use data handling and numeracy skills appropriately.
- In their work on biological science, pupils learn to care well for living things in their environment. They study the habitat of earthworms through a class wormery and look after classroom pets. Pupils have an appropriate understanding of green plants as organisms.
- Pupils are able to perform experiments satisfactorily, often using prepared worksheets or with guidance from their teacher. They have a satisfactory understanding of the process of scientific enquiry through experimental and investigative work, for example, in relation to work on electricity forces and motion and materials in solution.
- Pupils show a satisfactory ability to think scientifically. Overall, pupils have a satisfactory understanding of the need for a fair test and develop an appropriate scientific vocabulary. Classroom displays effectively reinforce aspects of the work in science. Older pupils use information and communications technology well to support aspects of their work.

## **Shortcomings**

- Pupils' ability to structure their own experiments and investigations is limited.
- Older pupils' recording skills are not well developed due to the over-reliance on prepared worksheets.
- Older and more able pupils do not reflect sufficiently on scientific ideas to make progress in their knowledge and understanding of the work. They do not present their findings in ways that reveal patterns and help them draw conclusions or raise further questions.

## **Welsh second language**

Standards are satisfactory.

### **Good features**

- Pupils have a satisfactory knowledge of basic language patterns. They are able to convey needs, conduct simple conversations, denote possessions and create descriptions.
- Pupils in lower key stage 2 can describe the weather using the present tense.
- Many pupils in Year 5 use good expression when holding simple telephone conversations. Through their work on a map of the locality they are able to identify and name in Welsh the key features of the town of Caldicot.
- Pupils in Year 6 can write simple dialogues about the kind of holiday they would like by substituting key words from a bank of options into an already prepared dialogue.
- In the SEN unit, pupils develop and consolidate appropriate vocabulary, phrases and knowledge of number in Welsh. They respond enthusiastically to questions and take part in board and word card games.
- Pupils show confidence when performing in the weekly whole-school service. They sing a variety of songs and hymns that they pronounce clearly and accurately.
- Pupils have a positive attitude to their Welsh lessons. They respond enthusiastically when incidental Welsh is used in some classes during registration periods and when simple instructions are given during the school day.
- Displays of key words and phrases in classrooms and in other public areas of the school assist pupils in their understanding of the language and culture of Wales.

## **Shortcomings**

- Pupils have a limited range of vocabulary and find it difficult to construct extended sentences.
- Pupils have a limited understanding of the text presented to them in lessons.
- Pupils' progress in developing vocabulary and sentence patterns is underdeveloped over the key stage since they have too few opportunities to use incidental Welsh in some classes on a regular basis.

## **Design and technology**

Standards are unsatisfactory.

## **Good features**

- In designing and making artefacts related to work on their history project, pupils research ideas purposefully using information books and computers to gain information. They use a range of cutting and joining techniques and record their designs using simple sketches.
- Year 5 pupils show an increasing understanding of control technology by operating a traffic light in a correct sequence, programming a floor robot to draw an outline of the local castle and designing a security system using lights and buzzers. They have satisfactory skills in the use of pneumatics. They use sketches appropriately to record their ideas, list the equipment needed and evaluate the finished product.
- Year 6 pupils have a good understanding of the brief given when designing and making a prototype device to lift an object in work related to their history project. They use satisfactory methods when joining materials and apply appropriate finishing techniques.
- Pupils have a good understanding of the need to work carefully when handling various tools.

## **Shortcomings**

- Pupils' knowledge, skills and understanding are underdeveloped since they undertake only a narrow range of design and make tasks. Some pupils cannot recall the previous skills that they have learnt and the processes that they have undertaken.
- Pupils do not sufficiently develop their skills of evaluation to improve the quality of their designs and outcomes.

- Pupils do not examine and match the working characteristics of materials to their task and sufficiently consider appearance, function and reliability.

## **Information technology**

Standards are satisfactory.

### **Good features**

- Some pupils use computers confidently when typing their work. They can save and retrieve information from personal folders, change font, colour, and size of text. A few older pupils can cut and paste from one file to another.
- Some pupils can combine picture and text effectively by using various drawing packages.
- When studying a contrasting locality, pupils use data handling programmes to gather and handle information. They record their findings appropriately in the form of block and line graphs and simple pie charts.
- In their work in science, Year 5 pupils have satisfactory skills in the use of a light sensor to measure the amount of light that different materials allow to pass through. Results of their findings are displayed well in graphic form.
- In their work in geography, older pupils use the Internet and CD Rom to research and present information about European countries. A minority of pupils' effectively control a floor robot by programming it with appropriate instructions.
- Pupils in Year 5 have good skills in the use of information and communications technology equipment such as voice recorders and cameras to enhance their understanding of events in history. They effectively use other programmes to reinforce their understanding in language and mathematics.

### **Shortcomings**

- Pupils' skills, knowledge and understanding of the subject are underdeveloped across the key stage. They have had too few opportunities to experience and consolidate these aspects as they move from year to year.
- A significant majority of pupils do not have confidence in using the schools' hardware and software independently.

## History

Standards are good.

### Good features

- Pupils develop a satisfactory sense of chronology. They can make appropriate distinctions between the past and present in their own lives and those of others through a good understanding of the different historical periods studied.
- The range and depth of pupils' historical understanding and knowledge is satisfactorily developed through listening to stories from other periods and cultures. In their study of early peoples, pupils are able to empathise well with historical situations and some are able to write imaginatively about the past.
- Pupils develop a particularly good knowledge and understanding of local nineteenth century history through a study of the personalities and events connected with iron making at Blaenavon and through visits to museums of the period. The work effectively develops pupils' skills of empathy about social and working conditions during the industrial revolution in Wales and other parts of Britain.
- In their study of the Celts, Romans, and Stuarts, pupils can ably describe the main characteristics of their lifestyle, the domestic arrangements and the clothing worn in battle.
- Pupils' skills in interpreting history are appropriately developed through identifying artefacts in their classroom museum displays. They are able to sequence the items correctly and can talk about the oldest one. They develop an appropriate historical vocabulary.
- A visit to a local museum to undertake role-play in a Victorian classroom has strengthened pupils' knowledge and understanding of how things change over time. Appropriate use is made of old photographs when researching about the past. Visits to places of historical interest further afield effectively enhance pupils' skills in interpreting and understanding different ways in which the past can be represented. Displays in classrooms and corridors of the work undertaken indicate that pupils have an increasing competence in organising and communicating their work in history.
- Pupils' literacy numeracy and information and communications technology skills are reinforced appropriately through work in history.

### Shortcomings

There are no major shortcomings.

## **Geography**

Standards are unsatisfactory. No lessons in geography took place during the inspection.

### **Good features**

- Younger pupils have a satisfactory awareness of some of the human features in the locality and within a contrasting locality in Wales. They are able to identify some of the services in these localities and are able to classify buildings according to their function. They develop satisfactory competence in basic mapping skills and in undertaking traffic surveys.
- Older pupils have some satisfactory knowledge of another locality in Wales and of some countries within the European Union.
- Pupils' knowledge and understanding of localities in economically developing countries are developed satisfactorily through the use of study packs.

### **Shortcomings**

- Pupils' knowledge and understanding of the geographical nature of places and the processes that contribute to their development is limited. They do not know enough about the geography of Wales or of the geographical aspects of a contrasting locality in Wales. They have weak recall and understanding of the subject terminology appropriate for their age and ability.
- Pupils' geographical skills and techniques associated with the use of maps, diagrams, photographs, satellite images and information technology are limited.
- Their competence in applying their skills and techniques through geographical enquiry and fieldwork is underdeveloped.
- Pupils' knowledge and understanding of environmental change and how people have different views about changes to the environment are underdeveloped.

## **Art**

Standards of achievement are good.

### **Good features**

- Pupils' understanding of art is well developed. Their skills in making and investigating are good.
- Pupils work confidently and effectively with line and tone using a range of materials in their investigations and experiments. Appropriate sketching skills are developed in their observational work of various forms.

- Pupils examine the work of different artists and experiment with techniques similar to those used by the artists to produce their own work of a good standard. They discuss confidently the work of Welsh artists as well as famous international artists. Their imaginative work in art is well developed.
- Pupils have appropriate skills in printing. Three-dimensional work using a range of media is of a good quality and further develops their making skills.
- Pupils are able to evaluate their work. They can describe the techniques they have used and how they can make best use of different art materials to achieve the result they are seeking. They can also describe how they might improve on their work.

### **Shortcomings**

There are no major shortcomings.

### **Music**

Although only a limited amount of music was seen during the inspection, the evidence from lessons, from discussions with pupils and from curriculum plans indicate that standards are good.

### **Good features**

- Pupils show good development in their ability to create and organise sounds in response to different stimuli.
- Pupils' performing skills are good. They are able to use tuned and untuned percussion instruments effectively. Pupils concentrate and listen well and show good control in the sounds made with the instruments. Pupils play the recorder well.
- Pupils listen attentively to taped and live music. They show good progression in the different elements of music.
- Pupils display good knowledge and skills in communicating musical ideas and when discussing the effectiveness of their own and others' work.
- Standards of singing are satisfactory. Pupils in the choir sing well and perform well a two-part song in Welsh. They perform confidently and competently.

### **Shortcomings**

There are no major shortcomings.

## **Physical education**

Standards are good. Gymnastics and games lessons including team games were observed during the inspection. Evidence from the lessons observed, together with an evaluation of curriculum plans and discussion with the subject leader, indicate that the programme of work for physical education fully meets the requirements of the National Curriculum.

### **Good features**

- In gymnastics, pupils devise sequences of floor movements using a range of appropriate equipment safely and proficiently. They develop good basic movement skills in their work in gymnastics. They demonstrate good use of space and perform a range of balances, rolls and jumps competently showing good body control. They listen carefully and respond well to instructions. They work enthusiastically and develop an understanding of the benefits of exercise.
- Pupils have a good understanding of the need for warming up before physical activity and of cooling down afterwards. They co-operate purposefully in gymnastics and team game sessions.
- In outdoor games activities, pupils develop appropriate skills in ball control. They develop satisfactory hand-eye co-ordination in striking and receiving. They display positive attitudes and observe the conventions of fair play.
- In swimming, older pupils generally gain confidence and enjoy the experience. Most obtain the basic confidence certificate while the better swimmers obtain the survival award honours certificate by swimming 500 metres non-stop in a technically correct variety of styles.
- Pupils' skills in athletics are fostered appropriately during the summer term. Skills in outdoor and adventurous activities are acquired during a residential visit to west Wales.
- The school has taken part successfully in a number of local, county and national events, enabling pupils to gain individual and team honours.
- Pupils benefit from a good range of extra-curricular sporting activities, including netball, football, rugby, baseball, and rounders. Pupils have equal opportunities to compete in team games.

### **Shortcomings**

There are no major shortcomings.

## Religious education

Standards of achievement in religious education are good.

### Good features

- Pupils gain an appropriate knowledge of Christianity and other religions through a study of special events and celebrations.
- They have a good awareness of worship and other activities carried out in religious buildings, and understand well the important role played in religion by artefacts and symbols.
- Pupils have good knowledge about sacred texts and understand their importance to different religions. They acquire a good technical vocabulary through discussion and written work.
- Pupils display a good awareness of Christian values and beliefs, such as sharing and caring for others. This is also evident in their support for specific appeals to help children less fortunate than themselves. Pupils respond well to the Christian message from visiting speakers.
- Teachers make good use of stories and events to help pupils examine their own attitudes and behaviours. Pupils recognise the rights of others to hold different views from their own.
- Older pupils are encouraged to explore important moral ideas. They are able to draw on their own ideas when studying moral issues and how these affect them.
- Pupils' knowledge, skills and understanding in the subject are reinforced appropriately through classroom displays of multi-faith art work.

### Shortcomings

There are no major shortcomings.

## 8. School improvement

### 8.1 Progress since the last inspection

The last inspection report identified four key issues for action. The period of uncertainty over the last two years has meant that progress in addressing all the key issues has been uneven.

The key issues for action were to ensure that:

- existing good practice in class management and organisation is disseminated throughout the school;
- systems for the monitoring of standards by curriculum co-ordinators and oversight of the whole-curriculum by senior management are further developed and applied more consistently;
- further professional development of staff in the SEN Unit is undertaken to enhance the quality of provision for pupils with SEN; and
- existing good practice in assessment and record keeping is applied more consistently throughout the school to enhance the match between activities and the learning needs of pupils.

The school has made satisfactory progress in addressing aspects of class management and organisation, and in the key issue of assessment and record keeping.

Progress has been more limited in overseeing the whole-curriculum by the senior management team, in addressing the monitoring of standards by subject leaders, and in furthering the professional development of staff in the SEN Unit. Monitoring of standards by subject leaders and the further professional development of staff in the SEN Unit are identified for attention in the School Development Plan.

## **8.2 Key issues for action**

The school needs to:

- improve standards of achievement in design technology and geography and address the shortcomings in those subjects which are only satisfactory;
- make better use of assessment to improve teachers' short term planning and to match the work more closely to pupils' needs and abilities;
- broaden the range of teaching strategies and tasks to allow pupils' to apply the skills of enquiry, investigation, and problem solving and to take greater responsibility for their own work;
- improve aspects of the provision for SEN identified in the main body of the report;
- produce schemes of work for design technology and history, and further improve the quality of curriculum planning in other subjects;
- further improve the management responsibilities of the headteacher, staff and governors, particularly with regard to self-evaluation and planning for improvement;

- ensure that the governing body is actively involved in monitoring the school's finances, and that all statutory requirements are met for the annual report to parents and the school prospectus; and
- address the health and safety issues reported to the headteacher and governing body during the inspection.

Assessment, the production of schemes of work, and the further development of the management role of the headteacher, staff and governors with regard to self-evaluation and planning for improvement are identified as areas for attention in the current School Development Plan.

**The inspectors wish to express their thanks to the governing body, headteacher, staff, parents and pupils of St. Mary's Junior School and SEN Unit for their co-operation and assistance before and during the inspection.**

## Appendix

### A. Basic information about the school

Name of School	St. Mary's Junior and SEN Unit
School type	Community
Age -range of pupils	7-11
Address of school	Church Road Caldicot Monmouthshire
Post-Code	NP26 4 HN
Telephone Number	01291 420465

Headteacher	Mrs M.E. Evans
Date of appointment	September 1987
Chair of Governors/ Appropriate Authority	Mr R. Gibbs
Reporting Inspector	HMI J.R.Jones
Dates of inspection	26 February – 28 February 2002

### 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					41	38	48	51	178

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9		9

<i>Staffing information</i>	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil:adult (fte) ratio in nursery classes	N/A
Pupil:adult (fte) ratio in special classes	2:1
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1:1

<b>Percentage attendance for three complete terms prior to the inspection</b>					
	N	R	KS1	KS2	Whole School
Spring 01					*
Summer 01					*
Autumn 01				94.39	94.39

\*data unavailable

<b>Percentage of pupils entitled to free school meals</b>	11%
<b>Number of pupils excluded during 12 months prior to inspection</b>	3

### C. Results of National Curriculum Assessments

<b>National Curriculum Assessment KS 2 Results: 2001</b>								Number of pupils in Y6: 54					
<b>Percentage of pupils at each level</b>													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0		N/a	0	4	15	17	35	30	0
		National	0	0	1	N/a	0	1	6	19	48	25	0
	Test/Task	School	0	4	4	0	0	0	7	6	33	46	0
		National	0	2	2	0	N	N	4	14	47	31	0
Mathematics	Teacher assessment	School	0	0	0	0	0	4	9	24	30	33	0
		National	0	0	1	N/a	0	1	4	19	47	28	0
	Test/Task	School	0	2	0	4	0	0	9	17	24	44	0
		National	0	2	1	1	N	N	4	18	42	32	0
Science	Teacher assessment	School	0	0	0	0	0	0	11	20	32	37	0
		National	0	0	1	N/a	0	0	3	15	52	29	0
	Test/Task	School	0	4	0	0	0	0	7	11	32	46	0
		National	0	2	0	1	N	N	2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	57	In the school	69
In Wales:	68	In Wales:	68

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

## **D. The evidence base of the inspection**

A team of four inspectors spent a total of 10 inspector days in the school.

### **Prior to the inspection:**

Questionnaires were distributed to all parents. The 25 questionnaires returned were analysed and full account taken of the information provided.

A meeting for parents was held. Four parents attended.

Meetings were held with the headteacher, the senior management team, staff and governors.

School documentation and samples of pupils' work were examined.

### **During the inspection:**

Forty-six lessons or sessions were observed in the subjects of the National Curriculum and religious education. A sample of pupils' work from across the ability range in each year group was examined. Inspectors listened to a sample of pupils' reading and talked to them about their work and about the life of the school. Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions. Inspectors attended assemblies and observed a sample of extra-curricular activities. Discussions were held with the head, senior management team, staff with specific responsibilities and support staff.

### **After the inspection:**

Meetings were held with the headteacher, staff and the governing body.

## E. Composition and responsibilities of the inspection team

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