

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**St Julian's Junior School
Beaufort Road
Newport
NP19 7UB**

School Number: 6802034

Date of Inspection: 22 October 2007

by

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5539**

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St Julians Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of St Julians Junior School took place between 22/10/07 and 24/10/07. An independent team of inspectors, led by Glyn William Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. The school serves a wide area to the northern edge of the city of Newport providing for boys and girls from the age of seven to eleven. The number on roll is 300 and has remained reasonably steady over recent years. There are 12 single-age classes with a similar number of pupils in each class. Pupils enter the school at the start year 3 from St Julian's Infant School, which shares the school site.
2. The overall socio-economic background of the catchment area covers a wide range. Some 50 per cent of pupils come from an area that is neither prosperous nor economically disadvantaged, 25 per cent come from a relatively prosperous area and the remaining 25 per cent come from an economically disadvantaged area. Whilst the catchment area is settled, a significant number of pupils join and leave the school during the school year.
3. Twenty per cent of pupils have free school meals entitlement which is much the same as the all-Wales average and less than that of the local education authority of 25 per cent. Some 23 per cent of pupils are on the special educational needs register. This includes five statements for special educational needs, mainly involving moderate learning difficulties.
4. Nearly all pupils come from homes where English is the first and only language. No pupils come from a Welsh speaking background. A very small number of pupils have support in their use of English as an additional language. Most pupils are of white ethnic origins with no minority ethnic group predominating in the remainder.
5. The school was last inspected in November 2001. In September 2002 the current head teacher and deputy head teacher were appointed to the school.
6. The school has achieved the *Basic Skills Quality Mark* and also the *Healthy Schools* award on three occasions and has attained the *Eco School Green Flag* status.

The school's priorities and targets

7. The school aims that all pupils will achieve as much as they possibly can through its agreed mission statement of *Achievement for All*.
8. The school's main priorities for development are:
 - Preparation for new curriculum for 2008.
 - Further developing pupils' key and thinking skills.
 - Enhancing provision for more able and talented pupils.
 - Pursuing the *Equality and Diversity Award*.
 - Developing the grounds for outdoor learning.

Summary

9. This is a good school with many outstanding features. Pupils' achievement in both personal and academic development is outstanding. The quality of teaching, assessment, plus the provision of learning experiences and care are all exceptionally good. Leadership of the school is a particular strength. The school has made outstanding progress since the last inspection. The inspection team agreed with nearly all the judgements made by the school, only disagreeing where the school had been too modest in the grade awarded.

Table of grades awarded

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

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Standards

11. Overall, the progress made by pupils of all ages and backgrounds is good with outstanding features.
12. Pupils' performance in the National Curriculum assessments at the end of year 6 has regularly been in the top 25 per cent of schools having similar free school meals entitlement. In 2007, results were particularly high with performance at the higher level 5 well above the average for all school in Wales. This is exceptional achievement and is better than the statutory targets set for the school.
13. There is no significant difference in the performance of boys and girls and also pupils of different ethnic or social backgrounds. Pupils who use English as an additional language make good progress in using English. Higher attaining pupils achieve very well. Pupils with additional learning needs make very good, and at times outstanding, progress. Pupils who join the school during the key stage achieve similarly to other pupils.

14. Pupils' achievement in the use of information and communications technology to support their learning in other subjects is outstanding. A great feature of their work is way in which they effectively use their own initiative, work flexibly and apply general principles in new situations.
15. Nearly all pupils make very good progress in their communication skills. They speak and listen well and are skilled in their reading. The standard of pupils' writing to support their learning across the curriculum is outstanding.
16. Across the school, pupils use of mathematical skills to promote learning across the curriculum is very good.
17. Throughout the school, pupils have an extensive knowledge and understanding of the culture and heritage of Wales. Standards in pupils' bilingualism have good features which outweigh shortcomings.
18. Standards in pupils' creativity are outstanding. There are many examples of pupils producing original, sensitive and inspiring work. Problem solving standards are very good, particularly in mathematics and science.
19. In all classes, standards in pupils' personal, social and learning skills are outstanding. Pupils work and play exceptionally well together. Behaviour is particularly good and pupils have very positive attitudes to their work and responsibilities. Many pupils understand what they need to do to improve their work and also when they have achieved their targets. Pupils value the need to give equal opportunities to all.
20. Pupils involvement in the school and eco councils is outstanding. Pupils are extremely well prepared for effective participation in the workplace and the community.
21. At 93.7 per cent, the average rate of attendance for the three terms prior to the inspection is above the local education authority average of 92.5 per cent and the all Wales average of 92.4 per cent. Nearly all pupils are punctual for lessons.

The quality of education and training

Grades for teaching

22. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	62%	12%	0%	0%

23. The overall quality of teaching across the school compares most favourably with the findings of the 2004-2005 Annual Report of Her Majesty's Chief Inspector of Education and Training which states: *In primary schools, teaching is good or better in 79 per cent of lessons, of which 18 per cent of lessons have outstanding features.*

24. Throughout the school relationships between pupils and adults at all levels are excellent. This most effectively promotes positive attitudes to learning. Teachers and learning support assistants work very closely together. This partnership promotes exceptional achievement in pupils' personal and academic development.
25. Planning for lessons is very thorough and well organised. Pupils' interest and abilities are carefully considered. Exceptional account of taken of planning to teach key skills.
26. Teachers are very familiar with recent initiatives in teaching and learning and apply these ideas effectively. Outstanding use is made of information and communications technology to stimulate pupils understanding and interest.
27. Pupils are routinely challenged to think for themselves.
28. Outstanding teaching involves all the above positive features, together with a brisk pace, an appropriate variety of grouping pupils, timely interventions and effective use of learning resources. The rarely seen shortcomings in teaching involve a lack of clarity in what pupils are to do and a reduced pace of learning.
29. Teachers have worked very hard to improve their own confidence and competence in the use of Welsh. Welsh is taught directly and indirectly throughout the school day, but teachers' use of incidental Welsh is inconsistent between classes.
30. The quality of assessment is outstanding and is used very well to match learning experiences to individual needs. Assessment is accurate and consistent. Records are clear and purposeful.
31. The quality of marking is outstanding. The understanding of the purpose of assessment by nearly all pupils is exceptional.
32. Parents are very well informed about their children's progress.
33. The school provides an exceptionally rich curriculum which meets statutory requirements and meets the needs and abilities of all its pupils including those with special educational needs. The school is outstanding in its promotion of basic and key skills. All pupils have full access to everything the school has to offer.
34. The provision for the spiritual, moral, social and cultural development of pupils has outstanding features, and is well integrated into the daily life of the school. Health education, an understanding of sustainable development and preparation for lifelong learning are extremely well provided for.
35. Overall, partnerships with parents, schools, colleges and the community are outstanding.

36. The quality of the care, support and guidance provided for pupils is outstanding. The school is committed to developing pupils' well-being and is very successful in this aspect.
37. The school provides a happy and secure environment which values and trusts pupils. The quality of provision for pupils with additional learning needs is outstanding.

Leadership and management

38. There is a very strong, common purpose amongst all school staff, governors and parents to provide the best for pupils in the school. This is an outstanding aspect of the management of the school.
39. The head teacher provides calming, purposeful and exceptionally effective leadership. The deputy head teacher applies her knowledge of the school to extremely good effect. Teachers with co-ordinating responsibilities are well informed about provision and standards and very effective in raising standards. All staff work together extremely well.
40. The governing body is well organised and very effective in its work. Overall the school takes excellent account of national priorities. The governing body effectively meets its statutory responsibilities.
41. The school has extremely thorough procedures to gather the views of all staff, parents, pupils and governors regarding school development.
42. Teachers with co-ordinating roles have refined their methods of gaining information regarding provision and standards in their area of responsibility. However, the reports produced, whilst providing very good information regarding provision, lack a clear view of standards in subject areas.
43. Development planning for the school has different formats and several levels of planned action. There is no simple overview to show how they all fit together. In general the plans lack a precision, particularly in terms of a quantitative consideration of standards.
44. The school is well staffed with a sufficient number of suitably qualified teachers and learning support assistants. Administrative and mid-day staff make a very effective contribution to the smooth running of the school. The school is cleaned and maintained to a high standard.
45. The improvement in the provision of learning resources since the last inspection is an outstanding. The accommodation is managed exceptionally well. The school's budget is very well planned and managed.
46. The school has made outstanding progress since the last inspection.

Recommendations

47. In order to further improve the school needs to:
- R1* Continue to raise standards in bilingualism.
 - R2 Make school development planning more precise and reflective of all aspects of proposed improvement.
 - R3 Further refine existing self-evaluation procedures by using a greater focus on standards.

* The school has identified this area for development.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

48. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
49. Overall, the progress made by pupils of all ages and backgrounds is good with outstanding features.
50. Over recent years, pupils' performance in the National Curriculum assessments at the end of year 6 has risen steadily. In recent years, overall standards have regularly been in the top 25 per cent of schools having similar free school meals entitlement. The slight dip in 2006 was predicted from the ability profile of the year 6 pupils in that year. In 2007, results were particularly high. Performance at the higher level 5 has increased dramatically with results for 2007 being well above the average for all school in Wales. This is exceptional achievement and is better than the statutory targets set for the school.
51. Across the school, there is no significant difference in the performance of boys and girls and also pupils of different ethnic or social backgrounds. Pupils who use English as an additional language make good progress in using English. Higher attaining pupils achieve very well. Pupils with additional learning needs make very good, and at times outstanding, progress, often exceeding the realistic and challenging targets set for them. The school provides very well for the needs of pupils moving into the school at times other than the start of year 3 and they achieve as well as others.
52. In all classes pupils' achievement in the use of information and communications technology to support their learning in other subjects is extraordinarily good. A great feature of their work is way in which they effectively use their own initiative, work flexibly and apply general principles in new situations. The youngest pupils are very skilled in producing varied text and images to promote healthy living for pupils in the associate infant school. The oldest pupils produce some astounding three-dimensional animated sequences using clay figures with a clear story line to very successfully promote their art.
53. Overall, pupils make very good progress in their communication skills. Nearly all pupils listen intently in lessons and ask relevant questions about their learning, making effective use of relevant vocabulary. Most pupils read relevant text from books and the Internet with a clear understanding. Many pupils successfully find particular information in a reference book. The standard of pupils' writing to support their learning across the curriculum is outstanding. Pupils use a wide range of writing styles in many subject areas.
54. Pupils use of mathematical skills to promote learning across the curriculum is good with no important shortcomings. In all year groups, pupils make use of a

wide range of tabular information, graphs and measurement, particularly in science and design technology. In geography, good use is made of calculations when considering water conservation and the use of scale in map work.

55. Throughout the school, pupils have a good knowledge and understanding of the culture and heritage of Wales, *Y Cwricwlwm Cymreig*. Standards in pupils' bilingualism have good features which outweigh shortcomings. Many pupils have a good understanding of Welsh vocabulary in a minority of subjects, such as physical education and history, but they do not regularly use Welsh in informal situations.
56. Standards in pupils' creativity are outstanding. There are many examples of pupils producing original, sensitive and inspiring work; particularly through poetry, art, musical theatre and information technology. Problem solving standards are very good with complete investigations carried out in science and mathematics plus the systematic gathering and analysis data in geography.
57. In all classes, standards in pupils' personal, social and learning skills are outstanding. Pupils have a well established understanding of the expressions used to describe skills for learning through their involvement in the building learning power scheme. They respond very positively to teachers' marking, consistently carrying out the given tasks. They know their particular targets in English and learning skills. They are fully familiar with the purpose of learning objectives given for specific lessons. Pupils readily accept constructive, critical comment from their classmates. By these means, many pupils understand what they need to do to improve and also when they have achieved their targets.
58. In both their work and play, pupils co-operate exceptionally well with each other and adults. This leads to very high levels of good behaviour, consideration for others and most positive attitudes to their work. In very exceptional circumstances, and as a last resort, the school has made two short term exclusions in the last school year. Taken together, pupils very positive attitudes to people and work plus knowledge of their own progress sets them up very well for lifelong learning.
59. The need for rules and the rewards and sanctions used to promote positive behaviour are well known by pupils. Aspects of diversity, world faiths and cultures are fully appreciated, particularly through their art and religious education studies. Pupils value the need to give equal opportunities to all.
60. Pupils carry out their responsibilities most effectively. They have an excellent understanding of sustainable development and local citizenship through their high profile roles on the school and eco councils. All pupils sensibly take responsibilities as *Helpwr Heddiw*. Older pupils willingly provide support to younger ones, for example as playground buddies and also as reading buddies to year 2 pupils in the associate infant school. Pupils are extremely well prepared for effective participation in the workplace and the community.

These aspects produce a very strong sense of belonging within the school and the locality. This is an outstanding feature.

61. At 93.7 per cent, the average rate of attendance for the three terms prior to the inspection is above the local education authority average of 92.5 per cent and the all Wales average of 92.4 per cent. The overall rates are adversely affected by illness and the increasing number of family holidays in term time. Nearly all pupils are punctual which leads to lessons starting promptly throughout the day.

The quality of education and training

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

Grade 1: Good with outstanding features

62. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

63. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	62%	12%	0%	0%

64. The overall quality of teaching across the school compares most favourably with the findings of the 2004-2005 Annual Report of Her Majesty's Chief Inspector of Education and Training which states: *In primary schools, teaching is good or better in 79 per cent of lessons, of which 18 per cent of lessons have outstanding features.*

65. Throughout the school relationships between pupils and adults at all levels are excellent. This most effectively fosters positive attitudes to pupils' learning and a positive working environment. Teachers and learning support assistants work very closely together. This partnership successfully fosters pupils' progress in their personal and academic development. Learning support assistants know their roles well and are very effective in their work.

66. Planning for lessons is very thorough and well organised through the use of information technology. Pupils' interest and abilities are carefully considered. Exceptional account of taken of planning to teach key skills. This aspect has been well established for several years. Lesson plans are routinely evaluated and, where appropriate, influence future planning, thus effectively promoting pupils' progress.

67. Teachers are very familiar with recent initiatives in teaching and learning and apply these ideas effectively. There are many good examples of precise learning objectives being consistently used to guide lessons throughout and produce effective self-evaluation by pupils. Outstanding use is made of information and communications technology, including interactive white boards, to stimulate pupils understanding and interest.

68. Pupils are routinely challenged to think for themselves. There are many examples of probing questions with pupils being given enough time and quiet encouragement to collect and present their thoughts.

69. Where teaching is outstanding, all the above positive feature are present together with a brisk pace, an appropriate variety of grouping pupils, timely interventions and effective use of learning resources. The rarely seen

shortcomings in teaching involve a lack of clarity in what pupils are required to do and a reduced pace of learning.

70. Teachers have worked very hard to improve their own confidence and competence in the use of Welsh. Welsh is taught directly and indirectly throughout the school day, but teachers' use of incidental Welsh is inconsistent between classes. Exciting activities, such as the frequent '*Y Gadair Boeth*', accelerates pupils' progress in conversational Welsh throughout the school.
71. The quality of assessment is outstanding. Assessment is seen as an integral part of the teaching and learning process in the school, and is used exceptionally well to inform planning.
72. The comprehensive and rigorous system of assessment is used very well to match learning experiences to individual needs. A wide variety of teacher assessments and standardised tests are used effectively to set both realistic and challenging targets. Assessment is accurate and consistent. Records are clear and purposeful.
73. Comprehensive records are accessible to all staff, and are used most effectively to track the progress of individual pupils in all subjects. In addition the progress of particular groups of pupils, such as those using English as an additional language or additional learning needs, is followed.
74. Outcomes of assessment are regularly evaluated and bench mark data is used effectively to identify the school's performance against local and national performance data. The information gained from these systems is used very effectively to plan further development. This is an outstanding feature
75. The school is establishing an information technology based record keeping system which has the potential of making the record keeping more manageable and accessible to staff.
76. Pupils' work is marked thoroughly, and the constructive comments, which are closely related to learning objectives, are outstanding in quality. Teachers ensure that pupils respond correctly to the written comments made. Pupils also assess their own and each other's work. They record what they have learned, with older pupils setting themselves targets for English and learning skills in their learning diaries. These aspects make pupils' understanding of the purpose of assessment outstanding.
77. Parents are happy with the opportunities to discuss their children's progress during two parental consultation evenings a year and through informal meetings with staff. Annual reports to parents give a clear picture of pupils' achievements in all subjects and are outstanding in quality. They offer valuable comments regarding pupils' progress, and give targets for future development.

78. Governors are well informed of outcomes of assessment. Relevant data is transferred to the secondary school, to ensure smooth transition from key stage 2 to key stage 3. Information is also shared with various services, such as speech and language personnel, who have a legitimate interest in pupils' progress and achievements.
79. The school meets all statutory requirements for assessment, reporting and recording.

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

Grade 1: Good with outstanding features
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80. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
81. The school responds in an outstanding way to pupils' learning needs and interests. The curriculum is equally accessible to all, with exceptionally good provision for pupils with additional learning needs, more able pupils and those learning English as an additional language. No charge is made for swimming lessons or instrumental tuition. Pupils are set for maths and spelling within their year groups, and highly successful intervention programmes in literacy and maths help improve standards throughout the school.
82. The curriculum is broad and balanced, with all subjects having appropriate time allocations. Learning experiences are carefully planned providing rich experiences which enhance learning. Schemes of work are well thought out to suit the needs of individuals and groups. These schemes are very well organised and accessible on the school's computer network making short term planning very manageable yet flexible.
83. The school is outstanding in its promotion of basic and key skills. Opportunities to develop these skills are very clearly indicated in planning documents and made effective use of. These skills are exceptionally developed using icons and labels in classes to increase pupils' awareness of them.
84. Pupils' learning experiences are broadened and enriched well by many out-of-hours activities. Visits by pupils to places of educational interest, such as the theatre, Llancaiach Fawr, the Big Pit and Cardiff Bay broaden pupils' experiences significantly. After-school clubs, which include aerobics, guitars, computers and sports clubs, are well attended and promote the effective learning of new skills. Visitors from the local community contribute effectively to pupils' learning and provide pupils with a wide range of valuable experiences in several subjects. Pupils' awareness of the outside world is furthered by their participation in various community activities, for example, the Newport Dance Festival, the Gwyl Plant, and through performing at the St. David's Hall in Cardiff.

85. The provision for the spiritual, moral, social and cultural development of pupils has outstanding features, and is well integrated into the daily life of the school. Assemblies provide good guidance on moral, social and spiritual values, and pupils are given time to reflect on relevant issues. Personal and social development is carefully incorporated into the curriculum through valuable timetabled sessions, such as circle time, and special initiatives, such as the eco and school councils. Extremely full attention is given to pupils' being proactive about their personal well being. There are outstanding opportunities for pupils to take responsibility for themselves and others. The school actively promotes pupils' cultural development well, through visiting museums, working with visiting artists and poets and through studying their own and other cultures in various subject areas.
86. The school has established many partnerships which enrich pupils' learning experiences. Partnership with parents is very good. Parents are very supportive of the school and raise substantial sums of money for the purchase of resource. Links with other local schools are very good. These links result in smooth transition from the infant school and on to the secondary school and also significant development of the curriculum and assessment.
87. The curriculum is also enriched by successful partnerships with the local education authority advisory service and effective links with the many representatives of the community. For example: local clergy; police liaison officer; fire service; health professionals; school nurse; local Member of Parliament and Assembly Member all make very positive contributions, particularly to personal, social and health education. The school is linked to a Valley community school, which effectively broadens pupils understanding of people and places.
88. Prospective teachers, students and secondary school pupils spend valuable periods of work experience in the school. The aspirations of year 6 pupils are raised through working with students from the neighbouring teacher training university on a "widening participation" initiative. The school benefits from these very good quality links with other schools and colleges.
89. The *Cwricwlwm Cymreig* is very well integrated into schemes of work and is effectively promoted across the curriculum. However, the school is not always sufficiently pro-active in increasing pupil participation in the use of Welsh. Planning does not always effectively promote bilingual skills in teaching and learning.
90. The school's partnership with industry is very good. There are very useful links with industry that help to raise pupils' awareness of the world of work, both past and present, and further strengthen the school's links with the community.
91. Pupils gain a really good understanding about the working world from a programme of carefully planned visits and also when visitors engage them in active learning. Pupils are successfully involved in projects that support the school's work particularly in sustainable development and healthy living.

Three teachers have been on industrial placements which have enhanced their professional development and management skills.

92. The school promotes equal opportunities very strongly. Pupils irrespective of their social background, gender, disability or ability, race or language are positively included in all appropriate school activities. The school makes every effort to tackle the social disadvantage of those pupils in need. Every pupil is valued equally.
93. The promotion of pupils' understanding and involvement in sustainable development is outstanding. There are successful projects involving conservation, such as the creation of wildlife areas, and healthy lifestyles such as Walk to School Weeks and daily sales of fruit. Recycling schemes include the adjoining infant school and a local environmental business. Weekly electricity meter readings are studied by pupils and relevant meetings take place with the local council Energy Efficiency Officer.
94. The school takes effective steps to act in a sustainable way. There are motion sensors for light switches in all classrooms, automatic cut-off water taps and water saving devices in toilet cisterns. The school purchases goods made from recycled materials where practicable.
95. An awareness of global citizenship is being suitably promoted. Pupils are representatives on the Rights and Responsibilities Forum. Literacy, religious education and assemblies provoke thought and debates on issues such as Fair Trade.
96. Opportunities for pupils to develop the skills required to support economic developments are outstanding. All classes make items for sale at the Christmas Bazaar. Pupils raise significant amount of money for good causes. The Dynamo Project, designed to promote entrepreneurship across Wales, has very recently been introduced into school.
97. The school and eco councils most effectively develop pupils' understanding of the decision making process. Their negotiating and entrepreneurial skills are developed extremely well by running the daily fruit tuck shop and selling shredded paper for hamster bedding. Exceptionally, the pupils order the fruit, handle the takings and manage their own bank accounts. They organise particular fund raising events, such as an 'own clothes' day. Particular targets for improvements to the school are made by the councils and many have successfully been carried out.

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

Grade 1: Good with outstanding features
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98. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
99. The quality of the care and guidance provided for pupils is outstanding.
100. The very high quality care and support for all pupils is an outstanding feature of the school. Pupils are happy in the school and feel that they are valued, trusted and well cared for. They know that rules are there for their well being. Excellent relationships exist between pupils and adults at all levels. The school staff know their pupils well and are sensitive to their needs. Parents have every confidence in the school's commitment to the care and guidance of all pupils.
101. The school works closely with the local education authority support services and with numerous outside agencies that provide specialist help and practical advice as required. Pupils are cared for, guided and supported particularly well in a very secure, supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. In discussion during the inspection parents and members of the community appreciate the significant contribution that the head teacher makes to this aspect of the school's work.
102. The school works very closely with parents in matters relating to the care and welfare of their children. It takes very good account of their views and responds positively to concerns. Regular newsletters and other communications keep parents well informed about school life. Termly curriculum information sheets provide useful information about topics being taught and strategies to help parents support their children.
103. Provision for the personal support and guidance provided for pupils, including liaison arrangements with the adjoining feeder infant school and the receiving secondary school, is outstanding.
104. The schools work very closely together following common transition strategies involving all local schools. At both transition stages, pupils are involved in relevant curriculum projects, which start in the one school and are completed in the next. There is frequent effective interchange of teachers between the junior school and the infants and also teachers from the secondary school work with the juniors. Similarly, pupils purposefully spend time on interchange visits to either work with younger pupils or experience life in the school to which they are to move. An experienced support worker provides excellent support for vulnerable pupils during the transition process to secondary school. There are most effective arrangements for pupils joining the school during the school year.

105. Suitably trained learning support assistants use a wide range of intervention programmes most effectively. The impact on standards and pupils' self-confidence of these programmes is exceptionally positive. Pupils feel they can turn to any member of staff to discuss any personal problems and have the confidence that matters will be 'sorted'. They value the 'worry boxes' which are in every classroom.
106. There are excellent policies and procedures in place to monitor pupils' attendance, punctuality and behaviour.
107. Pupils have responsibilities, through their roles on the school council and as buddies, to help to resolve conflicts. Teachers and learning support assistants effectively apply the school's policies to promote positive behaviour. All adults in the school are very good role models. Mid-day supervisors play a valuable role in providing care and promoting good behaviour.
108. Pupils' behaviour is monitored very closely and, when required, extremely effective action is taken to support pupils who may experience difficulties. The appropriate procedures have been followed in the two cases of temporary exclusion in the last twelve months. The school runs assertive discipline courses for parents and encourages parents to carry the strategies from school to home. Arrangements to encourage pupils to behave well are very effective. There are appropriate arrangements to eliminate oppressive behaviour of any form. Parents and pupils have great confidence that the school deals effectively with any reported incidents of bullying.
109. Procedures for completing attendance registers fully meet requirements. Pupils' attendance and punctuality are very carefully monitored. One outcome of monitoring is the setting of realistic targets for attendance. There are much valued recognition's frequently given to individual pupils and classes for good attendance. It works very closely with the education welfare officer and the very few families that give concern. Taken together, these procedures to promote good attendance are outstanding.
110. The school is in its fourth phase of the *Healthy School* initiative and effectively promotes health and fitness for pupils. This is done through activities such as the Physical Education and School Sports (PESS) initiative, the popular daily fruit tuck shop and a wide range of well-attended extra curricular activities. A good range of play equipment promotes active play at break-times.
111. Healthy options such as salad and fruit are available at lunchtime and pupils have access to water throughout the day. Pupils understand the importance of healthy eating and a balanced diet. They say there is a good selection of dinners. The school confirms that there has been an increase in the number of pupils taking dinners since the introduction of low fat, salt free meals.
112. The adults in the school, including the kitchen staff, are very well aware of pupils with particular needs. Staff are very knowledgeable about procedures in the event of accidents and emergencies, such as how to help pupils with identified allergic reactions and medical conditions. There is a comprehensive

health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the well being of pupils.

113. The long-established and extremely effective school council has done much to promote pupils personal development. In addition it has been pro-active in initiating much needed improvements to toilet provision and improving accommodation in classrooms. Currently the council is looking to provide bike sheds as part of the promotion of healthy living. The initiatives and associated finances of the work of the council are carefully and discreetly overseen by adults.
114. There is an appropriate policy for child protection and arrangements meet current good practice. The head teacher and his deputy are the nominated persons and there is a named link governor. Teachers and support staff are fully aware of their responsibilities.
115. The school very effectively ensure that pupils of all abilities and background are given full opportunity to take part in all activities. The school has an appropriate race equality policy which is monitored and action taken if needed. The school provided an extremely good range of activities for pupils to understand the diversity in modern society. Parents are happy with these arrangements.
116. The provision for pupils with additional educational needs is an outstanding feature of the school. Arrangements fully meet the requirements of the Special Educational Needs Code of Practice for Wales. Pupils with additional educational needs are identified early through excellent liaison with the infants' school. Early screening tests help to identify pupils who require additional support. Individual education plans are extremely well written and made exceptional use of. If parents are unable to attend the regular consultation meetings, the individual education plan is posted to the home for scrutiny and signature. Individual education plans contain challenging but achievable targets within realistic timescales and are reviewed at least twice a year.
117. The school has increased the number of learning support assistants and recently appointed a pupil support worker. This provision is exceptional. Their work is directed towards supporting pupils with additional educational needs, either in the classroom or in small withdrawal groups. Pupils benefit from the wide range of most effective specialist programmes which the very well trained learning support assistants provide. The school ensures that all pupils are fully included in all activities.
118. The school makes very full use of the services provided by external support workers who visit the school to support individual pupils. For example, for visual or hearing impairment or specific learning difficulties.
119. The school has identified pupils who are not on the special educational needs register but are under-achieving in their mathematics and English. The provision for these pupils is from the learning support assistants and the impact on pupils' standards is very good and at times outstanding.

120. The school occasionally admits pupils who have been excluded from another school because of unacceptable behaviour. Provision in the school and the impact on the behaviour and attitudes of these pupils is outstanding.
121. There is effective provision for the very small number of pupils whose first language is not English, including support from an external specialist teacher. The school has identified the more able and talented pupils and makes good provision for their needs. Children who are looked after by the local authority receive an appropriate personal education plan
122. The school policies and practice comply with the requirements of the Disability Discrimination Act. A disability access plan has been completed and many of its recommendations have been implemented. Although the school has classrooms on a second storey, contingency arrangements are in hand, should there be a need to accommodate pupils with mobility problems.
123. The school makes outstanding provision to ensure the inclusive education of all pupils, regardless of their ability or background.

Leadership and management

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

Grade 1: Good with outstanding features

124. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
125. The school's mission statement of *Achievement for All* underpins everything that the school does. In particular it strongly reflects the common purpose amongst all school staff, governors and parents to provide the best for pupils in the school. This is an outstanding aspect of the management of the school.
126. The head teacher provides calming, purposeful and exceptionally effective leadership. The deputy head teacher applies her knowledge of the school to extremely good effect. The head teacher and deputy work particularly well together as do all school staff, whatever their particular responsibilities. This reinforces a common sense of purpose and direction.
127. Teachers with leadership and co-ordinating responsibilities have well established roles. They make very good use of allocated time to ensure they are very well informed of provision and standards in their areas of responsibility. They have a clear view of the general development of the school and are pro-active in improving their own areas of responsibility. Job descriptions are in place and regularly reviewed.
128. The continuing professional development of all school staff is well organised and effective in improving provision and raising standards. For teaching staff, professional development is driven by formal performance management systems which are in line with requirements. Newly and recently qualified teachers receive professional development support which they find very helpful.
129. Learning support assistants know their roles very well and take advantage of relevant training opportunities, at times pursuing this in their own time. Areas of their training, has had a particularly outstanding influence on standards for identified pupils. Administration and supervisory staff are effectively kept up-to-date though formal and informal training.
130. The governing body is well organised and very effective in its work. It is ably led by an astute chairperson and draws on a relevant and broad experience base from its membership. For example, the governor with responsibility for additional educational needs is the additional educational needs co-ordinator in the associate secondary school and the chairperson of finance is very well versed in interpreting financial balance sheets.

131. All governors have particular areas of responsibility and have formal meetings with the relevant member of the teaching staff. Through this contact and the regular head teacher's reports, governors are kept well informed about provision and standards in the school. Overall the school takes very good account of national priorities. The governing body effectively meets its statutory responsibilities.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. There is a very positive climate in the school for openness, self-evaluation and improvement. The school has extremely thorough procedures to gather the views of all staff, parents, pupils and governors. This is achieved through formal and informal meetings, questionnaires and the school council.
134. Teachers with co-ordinating responsibilities have refined their methods of gaining information regarding provision and standards in their area of responsibility. A long-established, well structured observation of teaching and learning has been judged to not be as productive in providing information as it could be. This is now supplemented by a most thorough system involving the sampling of pupils' books, talking to different groups of pupils, examining display and the scrutiny of teachers' planning. From this secure evidence base, each subject leader produces a detailed report based on the seven key questions of the Estyn framework. These reports give very good information regarding provision but lack a clear view of standards in subject areas.
135. Carefully considered development plans are drawn up by each subject leader for their particular areas of responsibility. In addition a main school development plan considers whole school issues. This results in development planning for the school having different formats and several levels of planned action. Consequently there is no simple overview of the many facets of planned developments. In general the plans lack a precision, particularly in terms of a quantitative consideration of success criteria. It is therefore sometimes difficult to demonstrate any measurable improvements made. Governors make regular use of the school development plan to check on progress being made.
136. The school's self-evaluation report for this inspection is very methodically laid out against the Estyn framework and, for the most part, concerns itself with evaluations relevant to the focus/criteria for the question. The inspection team agreed with the school's judgements in six of the seven key questions.

137. The school has made outstanding progress since the last inspection. It has addressed all the key issues exceptionally well plus additional aspects identified in its own self-review.

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

Grade 1: Good with outstanding features
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138. The inspection team's findings exceed the school's judgement of grade 2 in its self-evaluation report. The team considered that the management of improvement in this area has been outstanding.
139. The school is well staffed with a sufficient number of suitably qualified teachers and learning support assistants. All staff are suitably deployed to meet the pupils' needs. The way in which teachers and learning support assistants work together is outstanding and provides most effective support for pupils. The school makes very good use of visiting specialist teachers, such as a teacher for pupils using English as an additional language, peripatetic music teachers and qualified sports coaches. This has a positive impact on standards.
140. Staffing levels have increased since the time of the last inspection and consequently classes are now smaller. Professional development of staff is strongly linked to the school development plan and performance management. Funding for continuing professional development is very well managed. These arrangements have a positive impact on standards.
141. Daily administration is very efficient. Administrative and mid-day staff make a very effective contribution to the smooth running of the school. The school is cleaned and maintained to a high standard.
142. The improvement in the quantity and quality of learning resources since the time of the last inspection is an outstanding feature of the school. This is particularly the case for information technology equipment. Each classroom now has a well used interactive white board in addition to a separate desktop computer linked. Additionally there is a separate room which is very well equipped with an bank of reliable computers to provide for any one class. The school has made very imaginative use of its limited accommodation space to make this facility. However, it is not an ideal teaching space because of limited space and poor acoustics.
143. Provision of learning resources is good across all areas of the curriculum. These resources, including books, are extremely well organised. The reference library is well stocked, but lacks the space and comfort to induce browsing and reading. This is because space is limited but the school has made best use of the accommodation it has.
144. The arrangements for teachers' planning, preparation and assessment are very well managed and are having a positive effect, particularly in planning for

teaching. Disruption to pupils' learning is minimised by having regular supply teachers. In addition, teachers with co-ordinating responsibilities consider they are given sufficient time to carry out their work.

145. The school is very clean and well maintained. Displays of pupils' work around the school provide a stimulating learning environment. The playground and sports field are large and well maintained. Plans are in hand to further develop an outdoor learning area.
146. The school's budget is very well planned and managed. A sub-committee of the governing body is actively involved in this process. Spending plans are closely linked to school development priorities and are monitored efficiently. Significant funds, to improve provision, are provided by the school's parent teacher association and also the school council.
147. Overall, the management of resources is outstanding. The school gives very good value for money.

School's response to the inspection

The school welcomes the findings of the inspection team.

As a school we are delighted that the report reflects the outstanding progress made since the last inspection, and recognises the very good team work within the school that has made this progress possible.

We are also delighted that the inspection team found pupils' achievement in both personal and academic development to be outstanding, the quality of teaching to compare most favourably with Estyn's national findings and the provision of care and learning experiences to be exceptionally good. This acknowledges the sustained hard work of the teachers and support staff.

The report highlights the school's very positive provision to ensure the inclusive education of all pupils, regardless of their ability or background, which endorses the school's mission statement of 'Achievement for All'.

We greatly appreciate the recognition of the exceptional improvement in assessment, information and communications technology and key skills and the contribution made to the school by the school and eco councils.

The governors and staff will strive to maintain the high standards identified in the report. In addition, the governors will put in place an action plan to address all the recommendations made in the report. The plan will include strategies to further improve pupils' bilingual skills, ensure school development planning reflects all proposed improvements and further improve self-evaluation procedures by using a greater focus on standards.

The school would like to thank Mr Glyn Gaskill and his team for the extremely professional and courteous manner in which the inspection was conducted.

Appendix 1

Basic information about the school

Name of school	St Julian's Junior School
School type	Community
Age-range of pupils	7 to 11
Address of school	Beaufort Road, Newport
Postcode	NP19 7UB
Telephone number	01633 259563

Head teacher	Mr David Rees
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Rev D Roger Williams
Registered inspector	Mr Glyn Gaskill
Dates of inspection	22- 24 October 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	N/A	N/A	N/A	76	76	70	78	300

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	3	14.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	N/A	N/A	92.6
Spring 2007	N/A	N/A	94.0
Autumn 2006	N/A	N/A	94.5

Percentage of pupils entitled to free school meals	20 %
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007						Number of pupils in Y6		78		
Percentage of pupils at each level										
		D	A	F	W	1	2	3	4	5
English	School	0	0	0	0	0	3	9	51	37
	National	0	0	1	0	1	4	16	48	30
Mathematics	School	0	0	0	0	0	0	5	59	36
	National	0	0	1	0	1	3	14	48	33
Science	School	0	0	0	0	0	0	3	50	47
	National	0	0	1	0	0	2	11	52	34

[National figures are for 2006 results.]

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment					
In the school:	88		In Wales:	74	

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

The inspection was carried out by a team of four inspectors who spent a total of 9 inspector-days in school. A peer assessor was allocated to the inspection and the deputy head teacher was the school's nominee.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, members of staff, governors and parents when nine parents attended.
- The responses on 94 questionnaires returned by parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the school day.
- Thirty-four lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with members of staff regarding different aspects of the school.
- Registration sessions and assemblies were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school were examined.
- As the school's nominee, the deputy head teacher was present when inspectors held meetings.

After the inspection:

- Findings were shared with the school staff and the governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context. Summary and Recommendations. Key Question 5 and 6. Contributions to Key Questions 1 and 2.
Mr Chris Dolby Team Inspector	Key Question 7. Contributions to Key Questions 4.
Mrs Zorah Evans Team Inspector	Contributions to Key Questions 2 and 3. Provision for bilingualism.
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3 and 4.
Ms Lisa Bowden School's nominee	Liasing between the inspection team and the school. Provision of information.
Mrs Sarah Morgan Peer assessor	Observing classes and discussions with pupils. Examining pupils' work. Contributions to all Key Questions.

The contractor was

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Acknowledgement

The inspection team would like to thank the governors, head teacher, members of staff, parents, other members of the community and pupils for their co-operation and courtesy throughout the inspection.