

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

**Wyesham Junior School
Wyesham Road
Wyesham
Monmouthshire
NP25 3JR**

School Number: 679/2269

Date of Inspection: 14–16 November 2005

by

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W175/58727**

Date: 16 January 2006

Under Estyn contract number: T/076/05P

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

The inspection of Wyesham Junior School took place between 14 and the 16 of November 2005. An independent team of inspectors, led by Tim Boyce Rgl 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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

Contents	Page
Context	6
Summary	8
Recommendations	12
Standards	13
Key question 1: How well do learners achieve?	13
The quality of education and training	16
Key question 2: How effective are teaching, training and assessment?	16
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	18
Key question 4: How well are learners cared for, guided and supported?	19
Leadership and management	22
Key question 5: How effective are leadership and strategic management?	22
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key question 7: How efficient are leaders and managers in using resources?	24
Standards achieved in subjects and areas of learning	26
Subject 1: English	26
Subject 2: Welsh Second Language	27
Subject 3: Mathematics	27
Subject 4: Art	29
Subject 5: Music	29
Subject 6: Physical Education	30
School's response to the inspection	31
Appendices	
A Basic information about the school	32
B School data and indicators	33
C National Curriculum assessments results	34
D Evidence base of the inspection	35
E Composition and responsibilities of the inspection team	36

Context

The nature of the provider

1. Wyesham Junior School is situated on a large and attractive site in the village of Wyesham to the south east of Monmouth. The area is well established, with a mixture of owner occupied and local authority housing. The school is due to close in 2007 and, after amalgamating with the nearby infant school is due to re-open in new buildings on this site in September 2007.
2. Numbers in the school are rising and at the time of the inspection there were 82 pupils, organised into three classes. The area around the school contains a higher than average proportion of families that experience significant deprivation than is usually found locally, but overall is neither prosperous nor economically disadvantaged. Approximately 17 per cent of pupils are entitled to receive free school meals, which is broadly average.
3. Pupils' attainment on entry is broadly average although there is a higher than average proportion of pupils with special educational needs (SEN). Six pupils have statements of special educational needs whilst a further sixteen are identified as either school action or school action plus. All pupils speak English at home. No pupils have English as an additional language.
4. There are two full time and three part time teachers, including the head teacher. The school also employs four classroom support staff and a part time clerical assistant.
5. The school was last inspected in 1999.

The school's priorities and targets

6. The school's motto is 'Learning for Success'.
7. The school's vision statement is to 'Challenge and support our pupils to fulfil their individual potential through the provision of a safe, caring and stimulating learning environment'. The staff and governors have devised the following aims to deliver their vision:
 - Through the development of a broad, balanced curriculum, which is accessible to pupils of all abilities, interest and varying need;
 - To enhance the learning and achievement of pupils, by following the National Curriculum, and through the provision of high standards of moral, social, physical, emotional, behavioural, creative and spiritual education;
 - To follow programmes of study in the Core Curriculum, i.e. English, maths and science; and in the Foundation Subjects, i.e. information and communications technology (ICT), history, geography, technology, physical education (PE), music, art, Welsh and religious education (RE);
 - By our pupils acquisition of knowledge and skills to prepare them for later life; including ICT skills.

8. Shorter-term priorities outlined in the school-improvement plan include:
- Improving problem solving in mathematics;
 - Implementing a new scheme of work for music;
 - Moderating the work of pupils;
 - The development of 'Building Learning Power';
 - Implementing the Teacher Workload Agreement';
 - The development of subject portfolios;
 - The extension of liaison with the Infant School due to closure and amalgamation;
 - Implementing the findings of the inspection.

Summary

9. Wyesham Junior School generally provides its pupils with a sound level of education **but has serious weaknesses in aspects of its provision, particularly in the leadership and management of the school.** There has been insufficient improvement since the last inspection when many aspects of the school's provision were judged to be good.

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

Standards

10. During their time in the school the overall progress of the pupils has some good features in the progress for art but there are shortcomings in the progress made in mathematics. All pupils achieve similar standards irrespective of their gender, or their social, ethnic or linguistic background.
11. Over the years attainment on entry to the school has been improving as the Infant School has improved its provision and has raised standards of achievement in the core subjects. Whilst standards on entry have been below the national average in the past, they have been broadly average in reading, writing and mathematics for the past three years.
12. From this broadly average baseline, pupils generally make the expected progress in their knowledge and understanding of most subjects. Progress is good in art, but insufficient progress is made in mathematics. Whilst targets are generally being met in English and science, they are not met in mathematics.
13. Standards in the subjects inspected are as follows:

Subject	Key Stage 2
Subject 1: English	3
Subject 2: Welsh Second Language	3
Subject 3: Mathematics	4
Subject 4: Art	2
Subject 5: Music	3
Subject 6: Physical Education	3

14. The progress of pupils with additional learning needs, including those with special educational needs (SEN), has good features that outweigh shortcomings and they effectively develop their knowledge and understanding in most subjects. Pupils generally make good progress when they are withdrawn from classes for focussed support.
15. All pupils achieve the expected standards in most of their key skills. Good standards outweigh any shortcomings in the development of pupils' communication skills, with the exception of English reading skills, which are good. Pupils achieve the expected standard in their bilingual skills. Good skills in numeracy outweigh any shortcomings, but there are shortcomings in the development of key IT skills.
16. Good features in pupils' personal and social skills outweigh any shortcomings. Whilst creative skills are good, problem solving skills are suitably developed. Pupils develop a suitable awareness of the culture of Wales.
17. National test results do not compare favourably when set against Local Education Authority (LEA) and national averages and whilst progress is broadly acceptable at present, there have been significant shortcomings in previous years. In 2004, results were above average for science, but were well below average in English and mathematics. The percentage of pupils that achieved the core subject indicator (at least the expected level 4 in all three core subjects) was also well below the average.
18. When compared with similar schools (those schools with between 17 and 20 per cent of their pupils entitled to receive free school meals), results in 2004 were in the lowest 25 per cent for English and mathematics and were just above the mid point in science.
19. In 2005, scores were much higher in English, placing the school in the top twenty five per cent; and they were broadly average for science, but they remained very low in mathematics.
20. Trends in performance show that standards are significantly below both local and national averages and there is little sign of any sustained improvement. Inspection evidence shows that standards in the current year 6 are broadly average, whilst standards in mathematics remain below average.
21. Progress is uneven as pupils move through the school, but most pupils fulfil their potential in most subjects. They make good progress in year 3, but progress in most subjects dips in year 4 before slowly recovering in years 5 and 6. The target setting process is not always implemented consistently in all classes and most pupils are not aware of the targets that are set for them, and are not sure how well they are doing.
22. Most pupils show good attitudes to learning and are keen and enthusiastic about their work. However, when work is not well matched to pupils' abilities or the pace of the lesson is too slow pupils become restless and lose interest. On occasions, a small but significant minority of pupils finds it difficult to co-

operate with each other. Pupil's behaviour has good features that outweigh shortcomings, but there is a small minority of pupils who sometimes have difficulty controlling their behaviour. Whilst there were a number of exclusions last year, for persistent poor behaviour, there have been no exclusions this year and there is a calm atmosphere in the school.

23. When given the opportunity, pupils work well independently but this is patchy across the school, and often teachers do too much for pupils. The oldest pupils carry out the responsibilities provided for them in a mature way. However, the skills for life long learning are not developed systematically across the school and pupils are not sufficiently encouraged to become independent learners. Overall, their skills in these areas are underdeveloped. Attendance rates are above both the national and LEA averages
24. Progress in pupils' personal, social, moral and wider development has good features that outweigh shortcomings. Moral and social development are good, but there are shortcomings in both the spiritual and cultural development of the pupils.

The quality of education and training

25. During the inspection the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	26%	53%	11%	5%

26. The quality of teaching found across the school is generally sound, but there are strengths in the teaching of art and important shortcomings in the teaching of mathematics that result in inadequate progress. Teaching is inconsistent throughout the school.
27. The quality of assessment and recording has some good features but shortcomings in important areas. The school meets statutory requirements for assessment, recording and reporting. Teachers use assessment to identify pupils' levels of achievement. However, the analysis of pupils' progress and the setting of subsequent targets is underdeveloped throughout the school.
28. The school provides access to a broad and balanced curriculum and subject policies and schemes of work comply with legal requirements. The range of extra-curricular activities enriches the curriculum and is strength of the school.
29. Overall, pupils are well looked after and the school gives good attention to their day-to-day care and guidance. Pupils rightly trust teachers to deal with their concerns quickly and effectively. The school has a good pastoral support structure but practice is not always backed up by suitable, written and up-to-date policy documentation. Formal procedures for child protection are not fully in place and not all staff have been appropriately trained to deal with child protection issues. The quality of provision for pupils with additional needs has

good features, which outweigh the shortcomings. The school recognises and respects diversity.

30. The strategic management of the school is ineffective and no clear lead is being provided by the head teacher to implement national and local initiatives effectively. As a result standards of achievement are not as high as they should be. The senior teacher is aware of these shortcomings and has worked tirelessly to try and make good much of the shortfall. Subject managers provide sound leadership in most subjects and this has had a positive impact on teaching and learning.
31. The governing body is supportive of the school, but because it is not kept properly informed of what is happening, it is unable either to monitor the work of the school or to help set the strategic direction. Since governors are not provided with sufficient high quality data to be able to form a clear picture of the school's situation, they have not able to hold the school to account for its lack of progress over recent years. The governing body was not sufficiently involved in the drawing up of either the school improvement plan or the self-evaluation form.
32. Governors do not meet all of their statutory requirements with regard to health and safety, child protection and the completion of attendance registers.
33. Self-evaluation processes in the school are ineffective. Since there is no coherent system of whole school self-review, the leaders and managers of the school do not have a clear understanding of why standards are as they are. The school is not therefore in a secure position to make appropriate plans for improving any shortcomings in the provision.
34. The quality of the self-evaluation report is of satisfactory quality, but is not sufficiently matched to the particular circumstances that exist in the school and many of the self-evaluation judgements were not consistent with inspection findings. The governing body were not sufficiently involved in the production of this document, which does not provide a suitable vehicle for improvement.
35. There is a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum and staffing ratios are good when the learning support assistants are included.
36. In general, the school has an adequate supply of resources. They are of good quality and are accessible to all staff and pupils. There are an adequate number of computers but only one electronic whiteboard for the school that is used by the one class.
37. Overall the accommodation is adequate for the number of pupils on roll. Two areas are very spacious but the third classroom is too small to allow free movement and space for practical activities. The school makes reasonable use of the resources at its disposal and provides satisfactory value for money.

Recommendations

- R1 Raise standards in core subjects, particularly mathematics;
- R2 Improve the quality of assessment and tracking procedures so that the progress of individual pupils can be monitored as they move through the school and appropriate action, once identified, can be taken;
- R3 Improve the quality of strategic leadership and management so that that required improvements to the school's provision can be made swiftly and effectively;
- R4 Improve the quality of the school's self evaluation processes so that leaders and managers have a clear understanding of the school's strengths and shortcomings and can devise appropriate plans for improvement;
- R5 Ensure that all staff receive appropriate training for child protection;
- R6 Ensure that all statutory requirements are met.

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

Standards

Key question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

38. The findings of the inspection team match with the judgements made by the school in its self-evaluation report.
39. During their time in the school the overall progress of the pupils has some good features but there are shortcomings in the progress made in mathematics. All pupils achieve similar standards irrespective of their gender, or their social, ethnic or linguistic background.
40. During the inspection, standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	21%	63%	5%	5%

41. Over the years attainment on entry to the school has been improving as the Infant School has improved its provision and raised standards of achievement in the core subjects. Whilst standards on entry have been below the national average in the past, they have been broadly average in reading, writing and mathematics for the past three years.
42. From this broadly average baseline, pupils generally make the expected progress in their knowledge and understanding of most subjects. Progress is good in art, but insufficient progress is made in mathematics. Whilst targets are generally being met in English and science, they are not met in mathematics.
43. Standards in the subjects inspected are as follows:

Subject	Key Stage 2
Subject 1: English	3
Subject 2: Welsh Second Language	3
Subject 3: Mathematics	4
Subject 4: Art	2
Subject 5: Music	3
Subject 6: Physical Education	3

44. The progress of pupils with additional learning needs, including those with SEN, has good features that outweigh shortcomings and they effectively develop their knowledge and understanding in most subjects. Pupils generally make good progress when they are withdrawn from classes for focussed support.
45. All pupils achieve the expected standards in most of their key skills. Good standards outweigh any shortcomings in the development of pupils'

communication skills, with the exception of English reading skills, which are good. Pupils achieve the expected standard in their bilingual skills. Good skills in numeracy outweigh any shortcomings, but there are shortcomings in the development of key IT skills.

46. Good features in pupils' personal and social skills outweigh any shortcomings. Whilst creative skills are good, problem solving skills are suitably developed. Pupils develop a suitable awareness of the culture of Wales.
47. National test results do not compare favourably when set against LEA and national averages and whilst progress is broadly acceptable at present, there have been significant shortcomings in previous years. In 2004, results were above average for science, but were well below average in English and mathematics. The percentage of pupils that achieved the core subject indicator (at least the expected level 4 in all three core subjects) was also well below the average.
48. When compared with similar schools (those schools with between seventeen and twenty per cent of their pupils entitled to receive free school meals), results in 2004 were in the lowest twenty five per cent for English and mathematics and were just above the mid point in science.
49. In 2005, scores were much higher in English, placing the school in the top twenty five per cent; and they were broadly average for science, but they remained very low in mathematics.
50. Trends in performance show that standards are significantly below both local and national averages and there is little sign of any sustained improvement. Inspection evidence shows that standards in the current year 6 are broadly average, whilst standards in mathematics remain below average.
51. Progress is uneven as pupils move through the school, but most pupils fulfil their potential in most subjects. They make good progress in year 3, but progress in most subjects dips in year 4 before slowly recovering in years 5 and 6. The target setting process is not always implemented consistently in all classes and most pupils are not aware of the targets that are set for them, and are not sure how well they are doing.
52. Many pupils show good attitudes to learning and are keen and enthusiastic about their work. They generally work hard in lessons especially when tasks and activities really capture their attention and interest. The oldest pupils are often very well motivated and overall show a good level of commitment to their work. However, when work is not well matched to pupils' abilities or the pace of the lesson is too slow pupils become restless and lose interest. On occasions, a small but significant minority of pupils finds it difficult to co-operate with each other.
53. Pupil's behaviour has good features that outweigh shortcomings. In lessons, around the school and outside at play the majority behave well and respond appropriately to their teachers' expectations. In discussions, older pupils

especially know what is expected of them and what the consequences are if they do not behave. But sometimes, behaviour in lessons is not appropriate; this is usually when the activities do not fully engage the pupils or when they have to sit for too long listening to teachers' explanations.

54. There is a small minority of pupils who sometimes have difficulty controlling their behaviour. For the most part these pupils are well supported and therefore their behaviour does not impede the progress of others. However, occasionally their inappropriate and distracting behaviour slows the pace of the lesson. During the year before the inspection, there were five temporary exclusions. These pupils remain at the school because overall there are successful strategies for supporting them.
55. When given the opportunity, pupils work well independently but this is patchy across the school; often teachers do too much for pupils. The oldest pupils carry out the responsibilities provided for them in a mature way. However, the skills for life long learning are not developed systematically across the school, and pupils are not sufficiently encouraged to become independent learners. Overall, their skills in these areas are underdeveloped.
56. Pupils say they like coming to school. Attendance rates are above both the national and LEA averages. There is only minimal unauthorised absence recorded. However, despite these good levels a significant minority of families takes holiday during term time. Punctuality at the start of the day is good. Attendance registers do not fully meet statutory requirements.
57. Progress in pupils' personal, social, moral and wider development has good features that outweigh shortcomings. Moral development is good. Pupils demonstrate a strong awareness of justice and clearly know right from wrong. Membership of the school council contributes strongly to this understanding. Pupils' relationships with each other are good. There is minimal evidence of bullying or oppressive behaviour between pupils; those spoken to during the inspection confirm that bullying does not happen very often. Pupils are polite and friendly and courteous towards visitors and take a keen interest in what they have to say.
58. Pupils take part enthusiastically in the activities and visits on offer; this contributes well to their social development. Art, and, to a growing extent, music, make a good contribution to their spiritual knowledge and understanding but opportunities to appreciate and reflect quietly on, for example, moral issues, are not sufficiently well promoted throughout the school. As a result pupils' spiritual awareness has some shortcomings. Overall pupils' attitudes to equal opportunities are positive and constructive, especially towards those pupils with special educational needs or disabilities. They show compassion for those less fortunate than themselves and respect for the diversity of beliefs and values within society. However their understanding of life in a multi ethnic society is less secure.
59. Pupils are developing a good understanding of their place in the community. Their awareness of the working world is less advanced.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

60. The findings of the inspection team match with the judgements made by the school in its self-evaluation report.

61. During the inspection the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	26%	53%	11%	5%

62. Strengths in the quality of teaching found across the school generally outweigh any shortcomings, with a slightly higher number of above average lessons than below average ones. However, there are important shortcomings in the teaching of mathematics that result in the inadequate progress that is made. Whilst the school is aware of these shortcomings, the action that is being taken to improve the quality of mathematical problem solving is not sufficiently wide-reaching to produce the required improvement.

63. Despite the variable quality of the teaching, most pupils report that they enjoy coming to school, particularly enjoying art, music, physical education (PE) and English. They were also very enthusiastic about the extra-curricular sporting opportunities and the school orchestra. Pupils are effectively enabled to develop a real love of literature in the year 5/6 class, particularly poetry.

64. The planning of lessons is of very variable quality and whilst it is of very good quality in year 3 and of generally good quality in years 5 and 6, it often lacks sufficient detail in the year 4 class, where the work is often not well enough matched to the pupils' prior attainment and their current learning needs.

65. The range of teaching strategies is quite limited and, for example, whilst good use is made of information technology (IT) in year 3, it is not used effectively in either of the other two classes. Pupils are not always given sufficient opportunity to work independently or to take responsibility for their own learning and this has a negative impact on the personal and academic progress that they make in some classes. The quality of relationships between pupils and their teachers is generally good but is a particularly strong feature of the teaching in the year 5/6 class where pupils are effectively encouraged to work hard and make up any lost time.

66. Good features outweigh any shortcomings in the subject knowledge of the teachers and between them the staff in the school have the skills to deliver the needs of the curriculum to the required standard. The teaching of art is a particular strength of the school and plans are now being drafted that will

allow this part-time teacher to share her exceptional skills with the pupils in years 5 and 6 as well as those in year 4.

67. In addition to her outstanding subject knowledge, the teacher of art has exceedingly high expectations of the performance of all pupils and this results in work of a stunningly high standard. These very high expectations are not always so apparent in other lessons in that class and as a result there is not always sufficient challenge, particularly for higher attaining pupils.
68. Whilst the school is effective in promoting equality of opportunity for pupils from different ethnic groups it is not so effective in ensuring that pupils with disabilities receive the full range of curricular opportunities. By lining pupils up in single gender groups and allowing single gender groups to work together, the school also fails to do enough to break down gender stereotypes.
69. Teachers promote bilingulism effectively in whole school assemblies, for example, where pupils recite their prayer and sing their songs together in Welsh. Displays are often bilingual and Welsh is used effectively in some subjects such as PE. In most lessons, opportunities are taken to reinforce pupils' bilingual skills through the use of greetings and commands in Welsh. These aspects are rarely planned systematically to promote progression and there is little opportunity for pupils to respond and to practise their skills in every day situations and across the curriculum.
70. The quality of assessment and recording has some good features but shortcomings in important areas. The school meets statutory requirements for assessment, recording and reporting. Teachers use assessment to identify pupils' levels of achievement. However, the analysis of pupils' progress and the setting of subsequent targets is underdeveloped throughout the school.
71. The school gives some verbal and written feedback to pupils and there are examples of pupils being encouraged to review and self-evaluate their work. Strategies such as learning diaries have been recently introduced to encourage pupils to recognise their own needs. However, pupils' understanding of the purpose of assessment is limited and procedures have yet to be embedded securely into school practice.
72. Marking is inconsistent. Where it is good it is clearly linked to the learning objective. The special educational needs co-ordinator (SENCo) regularly reviews the progress of pupils with SEN and new targets, in consultation with the pupils, are set. Parents are fully informed about their children's progress. Support staff are not fully included in planning and assessment and are not always clear about the learning objective of lessons and activities.
73. Information from key stage 1 assessment data is not analysed rigorously to form a basis for tracking pupils' progress. Samples of work in the core subjects provide teachers with useful guidance to assist in moderating standards but there is no consistent approach to the use of assessment to track pupil progress across each year group.

74. The quality of written reports for parents is good. Annual reports to parents comply with statutory requirements and provide appropriate information about pupils' achievement in each subject, together with suggestions on ways to make further progress.

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

Grade 3: Good features outweigh shortcomings

75. The findings of the inspection team differ from the school's evaluation in that the school graded this key question as having good features and no important shortcomings. However, the curriculum for mathematics is not of a sufficient quality and pupils' make insufficient progress in the development of their IT skills.
76. The school provides access to a broad and balanced curriculum and subject policies and schemes of work comply with legal requirements. The quality of the school's provision in the creative arts has a positive impact on pupils' achievement and the variety of teaching styles and organisation in these subjects effectively encourages inclusion.
77. The school generally caters for the needs of pupils of all ages, although the provision for higher attaining pupils and those with SEN is not good enough in some classes and however, the curriculum does not sufficiently build on previous knowledge, skills and understanding to ensure continuity and progression from year 3 through to year 6. Older boys and girls choose to sit in separate groups although they mix well during games and extra-curricular activities.
78. The provision effectively develops a good sense of right and wrong and pupils are keen to talk about their experiences and to voice and consider opinions particularly in the School Council sessions.
79. Collective worship makes a positive contribution to pupils' understanding of values, but these themes are not always sufficiently built upon in other subjects. For example, an assembly dealing with feelings of anger and spite provided opportunity for prayer and meaningful reflection. Pupils develop their knowledge and understanding of *Y Cwricwlwm Cymreig* through cross curricular work and their bilingual skills are developed through opportunities to respond to everyday commands and to sing in Welsh during assembly.
80. The range of extra-curricular activities enriches the curriculum and is strength of the school. Through the commitment of staff, many pupils receive a valuable added dimension to their learning. The country dancing club and the orchestra provide pupils with opportunities to explore different cultures. Regular educational visits and visitors from the community enhance pupils' awareness of the world of work and serve to strengthen links with the community.

81. The school makes an effort to involve parents in the life and work of the school. Parents are provided with information about the school in the annual report from the governors and through the prospectus. There is a home school agreement in place and parents are encouraged to play an active part in school life. Concerts and drama productions are well supported.
82. There are successful partnerships with initial teacher training institutions, with local secondary schools for work experience and with Cardiff University press. Opportunities for learning support assistants to undertake training are beginning to have a positive effect on the quality of provision.
83. Pupils are well prepared for their transition into the secondary phase. Suitable links with the infant school are established and their further development is an area identified by the school in its school improvement plan.
84. Pupils are developing a good understanding of how to care for their environment and of the importance of sustainable development through work on recycling and through the use of the school grounds to promote their work in science and geography. This is also an area identified by the school for further development.
85. There are some opportunities for pupils to develop entrepreneurial skills. The school is part of the initiative to promote healthy schools and year 6 pupils organise a healthy eating fruit tuck shop. They also organise stalls at the school's annual fete. Such experiences enable them to begin to gain skills to help to develop attitudes for lifelong learning.

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

Grade 4: Some good features, but shortcomings in important areas

86. The inspection team awarded a lower grade than the school in its self-evaluation report. This is because, although pupils are not at risk, some health and safety and child protection arrangements are not sufficiently robust and secure.
87. Overall, pupils are well looked after and the school gives good attention to their day-to-day care and guidance. Pupils rightly trust teachers to deal with their concerns quickly and effectively. The school has a good pastoral support structure but practice is not always backed up by suitable, written and up-to-date policy documentation.
88. Whilst there are some good features in the way that the school works with parents and carers, there are also some shortcomings and a significant proportion of the parents that returned responses to the questionnaire stated that they were unwilling to come into school to ask questions or to raise any concerns. Parents are consulted about the care and support needed for their children, more especially through attending formal meetings to discuss the progress their children are making. There are good links and liaison with a

range of specialist agencies that provide specific support for pupils when required.

89. Induction arrangements to settle children into the year 3 class are good with no important shortcomings. Transition between classes, as pupils move through the school, is effective as are arrangements to settle pupils into school life at other times of the year.
90. Overall the school provides good quality personal support and guidance through the Personal and Social Education (PSE) programme. This programme is sometimes well supported by presentations made by specialists such as the school nurse or the community police officer. Health related topics are covered within the science curriculum. The school has received two healthy schools awards for its work in this area.
91. There are important shortcomings in the procedures to monitor attendance and punctuality. No monitoring takes place, absences are not rigorously followed up and there are no systems in place to check up on pupils if they have been absent for a day or so. There are no systems to discourage holidays taken in term time. Good and regular attendance and punctuality is not rewarded.
92. There are important shortcomings in the procedures to monitor pupils' performance. Assessment systems are not sufficiently robust and any information that the teachers gain about what pupils are able to do is not used well enough to help pupils understand how they need to improve their own learning.
93. Pupils' behaviour in most instances is carefully, although sometimes informally monitored. The school has worked hard to help and support a small minority of pupils whose behaviour is sometimes inappropriate. Outside agency support is often used to good effect to help these pupils.
94. Overall, there are good arrangements and procedures to secure the day-to-day health and safety of pupils, and regular risk assessments are undertaken. However, the governing body is not sufficiently involved in monitoring this aspect of the school's work. Policy documentation is not appropriate to the school. Arrangements to deal with any accidents or illness that occurs while pupils are at school are good overall but there is currently only two members of staff with suitable first aid training.
95. There are important shortcomings in the school's child protection procedures, but pupils are not at risk. The school's written policy is out of date and does not follow recommended good practice and guidance. Not all members of staff have received suitable and regular child protection training.
96. The school has a clear policy for equal opportunities and racial equality. The action plan to monitor this aspect of the school's work is extremely recent and not yet embedded in school practice. Suitable account is taken of pupils' social and ethnic backgrounds when activities are planned. Boys and girls are

generally given the same opportunities to participate in school activities but more could be done to actively promote gender equality. For instance, there is a need to ensure boys and girls are grouped by mixed gender in all classes and that pupils with special educational needs or disabilities are actively involved in group and class activities; these are currently important shortcomings in the school's provision.

97. The diversity of other faiths, cultures and values is promoted well throughout the school but opportunities to prepare pupils for life in a multi cultural society are underdeveloped. Arrangements to eliminate bullying, any form of harassment or racial issues are good. Pupils express confidence in the school's systems. However the written policy does not fully reflect current practice. The school building is generally accessible for disabled pupils and adults. There is a suitable written accessibility plan in place. However, on occasions, pupils with disabilities are marginalised and not fully included within their class groups.
98. There is a higher than average proportion of pupils with SEN in the school. Twenty two per cent are identified as having SEN, of which eight per cent have a statement of SEN. The quality of provision for pupils with additional needs has good features that outweigh the shortcomings. The school meets statutory requirements. There are effective systems in place for diagnosing individual needs at an early stage. The SENCo plans individual programmes of work and sets targets with individual pupils. These are regularly reviewed and parents are involved appropriately at each stage.
99. Pupils are withdrawn for some sessions and at other times they are supported in their classroom by the SENCo and by learning support assistants (LSAs). The SENCo provides good quality support but LSAs are not always sufficiently secure in their knowledge to ensure that pupils' needs are fully met and that pupils are fully included and integrated. Teachers do not consistently provide activities which link to the targets in the individual education plans (IEPs) in order to reinforce and consolidate the skills taught. The professional support service provided by the LEA make a positive contribution to the provision for pupils with SEN.
100. The school recognises and respects diversity and there is good attention paid to such issues in all subjects of the curriculum and particularly in collective worship sessions. Pupils with SEN have equal access to extra-curricular activities.
101. The school has effective policies and procedures for dealing with disruptive behaviour. No evidence of bullying was observed during the inspection. The school council and the buddy system contribute to the support systems in the school. Pupil relationships with staff are generally good and there are suitable strategies to support pupils and to reduce the incidence of possible aggressive behaviour. The school has worked closely with the LEA in developing strategies to promote positive behaviour and this is an important part of the ethos of the school. Pupils know how to deal with unacceptable behaviour and they succeed in being courteous and considerate.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

102. The findings of the inspection team do not match with the judgements made in the self-evaluation report because good features do not outweigh the significant shortcomings in the leadership and management of the school.
103. The school is not currently delivering all of the aims outlined in its vision statement since it is not always providing its pupils with sufficient challenge and is not enabling pupils to achieve their potential in mathematics. This is mainly because the school lacks the leadership required to establish and maintain effective working routines and to drive through the required changes to improve the education being provided for the pupils.
104. The strategic management of the school is ineffective and no clear lead is being provided by the head teacher to implement national and local initiatives effectively. As a result standards of achievement are not as high as they should be. The senior teacher is aware of these shortcomings and has worked tirelessly to try and make good much of the shortfall but, given her full-time teaching workload, there is only so much time that she can give.
105. Target setting is poorly developed and as a result many pupils are not clear how well they are doing and what they need to do to improve. This is mainly because the school has no effective whole-school system for assessing pupils' attainment against known criteria and no mechanisms for tracking pupils' progress as they move through the school. Whilst the statutory targets for progress by the end of year 6 are generally met in English and science, they are not met in mathematics.
106. Subject managers provide sound leadership in most subjects and this has a positive impact on teaching and learning. The subject leader for art is having a positive impact on her subject, but would be even more effective if her expertise was shared across the whole school. The subject leader for mathematics has a suitable knowledge and understanding of his subject but does not feel able to provide guidance to his two colleagues who are far more experienced than he is. His skills are not currently being managed effectively enough and the impact of his work is therefore limited.
107. The governing body is supportive of the school, but because it is not kept properly informed of what is happening, it is unable either to monitor the work of the school or to help set the strategic direction. Since governors are not provided with sufficient high quality data to be able to form a clear picture of the school's situation, they are not able to hold the school to account for its lack of progress over recent years. The governing body was not sufficiently involved in the drawing up of either the school improvement plan or the self-

evaluation form. Governors do not meet all of their statutory requirements with regard to health and safety and child protection.

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

Grade 4: Some good features, but shortcomings in important areas

108. The findings of the inspection team do not match with the judgements made by the school in its self-evaluation report because good features do not outweigh shortcomings and the school does not have a realistic understanding of its strengths and weaknesses.
109. Self-evaluation processes in the school are ineffective at a whole school level. The school has no clear picture of its starting point and, for example, it rejects the scores gained by pupils on entry as being overly inflated and not a true reflection of the pupils' abilities, which it believes to be much lower. As a result expectations of pupils' achievement have not always been high enough.
110. Since there is no coherent system of whole school self-review the leaders and managers of the school do not have a clear understanding of why standards are as they are. Subsequently the school is not in a secure position to make appropriate plans for improving any shortcomings in provision.
111. Subject managers have a reasonable understanding of what is happening in their areas of responsibility but since the school improvement plan is not sufficiently robust, there is no effective procedure for prioritising the school's development in a proactive way and the impact of their work is therefore limited.
112. The school has no effective procedures for gathering and acting upon the views of parents, many of whom do not feel sufficiently involved in the life and work of the school. There is an appropriate school council that meets regularly and takes account of the views and opinions of the pupils, which are listened to and acted upon by the school.
113. Governors are not able to work with the school effectively since they are not provided with sufficient information to be able to gain a clear understanding of the strengths and shortcomings that exist.
114. The quality of the self-evaluation report is satisfactory in that it contains all of the required information in the appropriate sections and is reasonably well written, but is not sufficiently matched to the particular circumstances that exist in the school and many of the grades are inaccurate. The governing body were not sufficiently involved in the production of this document and it does not provide a suitable vehicle for improvement.

115. The budget is managed with suitable care and funding is generally allocated to the priorities identified by the school, even though the system for identifying these priorities is often flawed.
116. Improvement since the last inspection is inadequate and the school has made insufficient progress towards achieving its stated priorities in the last three years.

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

Grade 3: good features outweigh shortcomings.

117. The findings of the inspection team differ from the school's self-evaluation in that the school graded itself as having good features with no important shortcomings. However, since the processes for identifying priorities is sometimes weak, the team judges that good features in the budgeting of resources outweigh the shortcomings in the identification of priorities.
118. There is a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum and staffing ratios are good when the learning support assistants are included. The senior teacher undertakes a large proportion of the responsibilities in the school due to her expertise in many aspects. The contribution of support staff in every class is variable as is their contribution to the overall quality of teaching and to the standards achieved. All staff undertake training but this has yet to fully impact on standards. The administrative officer, midday supervisors, canteen staff, cleaner and caretaker all make positive contributions to the running of the school and the sense of community
119. The quantity and quality of resources meet pupils' needs. Subject leaders and the staff as a whole review the provision of learning resources and the school is responsive to individual needs. The school ensures that resources are updated in line with the school improvement plan. For example, a new range of musical instruments has recently been purchased to support the new scheme of work. In general, the school has an adequate supply of resources. They are of good quality and are accessible to all staff and pupils. There are an adequate number of computers, but only one electronic whiteboard for the school that is used by the one class. These resources are underdeveloped. There are two sufficiently resourced libraries that have successfully raised the profile of reading in the school. Resources for pupils with SEN are reviewed regularly and external agencies advise as appropriate.
120. Overall the accommodation is adequate for the number of pupils on roll. Two areas are very spacious but the third classroom is too small to allow free movement and space for practical activities. A music room is used for specialist music lessons but space is limited and the hall is used for most activities and lunches, also for community use such as Brownies and Guides. The playground is relatively small but the pupils enjoy a range of games and activities. Although the building and site is well maintained and secure to the

front, security to the back of the school relies on fencing which is variable in quality. The school tries to make best use of space but is looking forward to the new school that is soon to be built.

121. The school successfully balances provision against costs and overall systems for financial management are well established. The head teacher and the finance committee of the governing body manage the budget and are advised in this by the LEA. Taking into account its funding the school manages to provide satisfactory value for money.

Standards achieved in subjects and areas of learning

Subject 1: English

Key Stage 2 - Grade 3: good features outweigh shortcomings.

Good features

122. Standards in listening are good in all classes. Pupils listen attentively to their teacher and show an appreciation of the contribution of their peers.
123. Pupils make good progress in their speaking skills; they discuss tasks confidently, respond to visitor's questions and contribute ideas of their own in conversation and when working collaboratively in groups.
124. Standards in reading are good. Pupils read from a variety of sources, including books from the libraries. They read for pleasure and for information, using dictionaries and reference books with confidence and accuracy.
125. Pupils talk about their favourite type of book and explain why they like particular characters, giving well-considered reasons for their choices. Some pupils read for research purposes and carefully retrieve well-chosen information from books and the Internet to support their work across the curriculum.
126. Pupils write for different purposes, using various forms suitable for the task. Pupils generally punctuate accurately and work is generally presented well.
127. Pupils retell Shakespeare; they write poetry and descriptions, which are lively and interesting. Some of the more able pupils make effective use of imagery in their work, for example, on Gwydion. Older pupils demonstrate a good awareness of paragraphs and use them effectively.

Shortcomings

128. In responding orally to text, some older pupils have difficulty following the meaning of the main events and recalling previous work. Their spoken answers are sometimes very short and few pupils have an extended technical vocabulary.
129. There are inconsistencies in the quality of writing across the key stage. The writing of a significant number of older pupils lacks structure.
130. Some older pupils lack confidence when attempting to spell unfamiliar words.
131. Pupils' imaginative writing skills are underdeveloped by the end of year 6.

Subject 2 – Welsh Second Language

Key Stage 2 - Grade 3: good features outweigh shortcomings.

Good Features

132. Pupils show a positive and enthusiastic attitude towards learning Welsh. They respond well to simple greetings, comments and questions about their families, hobbies, likes and dislikes.
133. Pupils in year 3 respond well to stories about familiar animals. They read and respond to written questions with good understanding and with good intonation. Pupils make good use of the interactive whiteboard to support their learning.
134. Pupils recall phrases and read simple worksheets and work cards to effectively develop their reading skills.
135. Pupils begin to write simple but interesting sentences using the past tense. Their writing skills are further developed through activities such as copying patterns, using familiar vocabulary to complete sentences, conducting surveys and recording of personal opinions to good effect.
136. Pupils gain greatly from the interesting displays of target phrases in classrooms. They enjoy the celebrations on Saint David's and look forward to the contributions from athrawes fro.

Shortcomings

137. Pupils lack confidence in using the language, as there are no opportunities to transfer known language patterns.
138. Pupils' recall of learnt vocabulary and phrases is often insecure.
139. Whilst pupils develop their reading and writing skills well in Year 3, progress is not so good in the latter years of the key stage.

Subject 3 - Mathematics

Key Stage 2 – Grade 4: Some good features, but shortcomings in important areas

Good Features

140. Pupils in the youngest class listen carefully, co-operate well and share equipment sensibly when working in groups. They have a good working knowledge of the four times table and accurately identify patterns in number on a 100 square.

141. Pupils in the year 3 class understand the objectives of the lesson and are developing aspects of division to good effect. They make good use of ICT to complete their work.
142. More able pupils in the middle class show good levels of independence and offer reasonable suggestions when calculating the perimeter of two-dimensional shapes.
143. Pupils in the oldest class settle to work quickly and generally concentrate hard. They respond very positively to questions and willingly contribute sensible suggestions when asked questions.
144. The pupils in the oldest class generally have a quick and accurate recall of multiplication tables. They develop accurate measuring techniques with practice.

Shortcomings

145. Some pupils in the youngest two classes, mainly boys, do not listen carefully enough, quickly lose concentration and do not always make the progress that they are capable of.
146. Only the highest attaining pupils in the middle class really understand the concept of the perimeter and most of the rest of the class do not achieve enough in the time allowed.
147. Higher attaining and pupils of average ability in the middle class often do not make the progress that they are capable of because the work set does not challenge them sufficiently. Lower attaining pupils in the same class often do not complete the tasks set because the work is too hard.
148. Pupils in the middle class are not achieving well enough and most of them do not identify emerging patterns when investigating properties of Pascal's triangle.
149. Pupils in year 5 have limited skills when using a ruler and a protractor and do not develop effective routines when completing work in mathematics. They have to relearn basic routines and are not used to setting work out with sufficient care, or of taking sufficient care when measuring or presenting their work.

Subject 4 - Art

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

Good features

150. Pupils in the youngest class work with great focus and concentrated hard. They make very good use of the materials at their disposal. They follow instructions carefully and are keen to develop their good skills even further.
151. Pupils in the youngest class make good progress and achieve very high standards when using pastels. They master a wide range of new skills when working to make silhouettes.
152. Pupils in the middle class use a view-finder and mix paints very carefully to produce work in the style of Hundertwasser. As a result pupils achieve high standards and take enormous pride in their work.
153. Pupils develop their self-esteem and all pupils achieve considerable success because they are so well supported in art.

Subject 5 - Music

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good Features

154. Pupils recognise rhythm and pulse and can identify melodic phrases quickly and confidently when learning and singing the calypso carol.
155. In whole school assemblies and whole school singing sessions, pupils sing Welsh and English songs tunefully and with expression.
156. Older pupils select a suitable variety of instruments to accompany music. They perform different parts in groups and evaluate their compositions simply.
157. All pupils are given the opportunity to learn a wide range of instruments and develop a suitable level of skill. Those who receive lessons from peripatetic teachers make good progress. They practise and use these skills when playing in the school orchestra, and often play in whole school assemblies and concerts.

Shortcomings

158. Pupils' skills in using IT to support their compositions are underdeveloped.
159. Pupils' composition and instrumental performance skills do not develop systematically across the key stage.

160. Pupils' appraisal/ knowledge of music from other cultures is currently under-developed, but they are beginning to appraise music from a broad range of cultures and are gaining an understanding of how music can be used to celebrate religious and cultural differences.

Subject 6 – Physical Education

Key Stage 2 – Grade 3: Good features outweigh shortcomings.

Good Features

161. Pupils in the youngest class demonstrate good spatial awareness when moving around the hall. They listen carefully and move well to the beat of a musical instrument when working up.
162. Pupils in the youngest class devise a good range of balance positions when creating routines of different movements. They co-operate well together and work effectively in mixed gender groups.
163. Pupils in the middle class listen intently and co-operate together well when setting out the apparatus, taking care to move the equipment safely. They devise good routines in their floor work and transfer them to the apparatus effectively.
164. Pupils in the oldest class understand the importance of warming up thoroughly before taking vigorous exercise.
165. Older pupils demonstrate good strength when working on the gymnastics apparatus. They devise interesting sequences that make good use of different levels.
166. Work in PE is greatly enhanced by the wide range of extra-curricular sporting activities that are made available for the pupils. They particularly enjoy, rugby, football (boys and girls) and country dancing.

Shortcomings

167. Pupils in the youngest class tend to move around the hall in only one direction and do not apply a great deal of imagination when responding to various musical stimuli.
168. Several pupils in the middle class go off task during the apparatus stage of the lesson. Pupils naturally choose to work in single gender groups which does not demonstrate sufficient awareness of equal opportunities.
169. The quality of the movement demonstrated by the pupils in the top class lacked definition and there is insufficient emphasis on high quality. This is mainly because some of the pupils, particularly the boys, do not always take the activities seriously.

School's response to the inspection

Members of the Governing Body, the Head teacher, staff and representatives of the Local Education Authority have read the report and have made reference to the findings and recommendations.

Consideration of future actions has already begun.

Procedures and processes have already been started that aim to address shortcomings and weaknesses.

Governors and staff are pleased to note the good work in various areas, especially art, which was a focus of attention in the previous report.

Appendix A

Basic information about the school

Name of school	Wyesham Junior School
School type	Community
Age-range of pupils	7 – 11
Address of school	Wyesham Road Wyesham Monmouth Monmouthshire
Post-code	NP25 3JR
Telephone number	01600 714146
Head teacher	Mr John Machin
Date of appointment	September 1992
Chair of governors/ Appropriate authority	Mrs P Sanders – Chair of Governors
Registered inspector	Mr Tim Boyce
Dates of inspection	November 14 th -16 th 2005.

Appendix B

School data and indicators

Number of pupils in each year group					
Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	23	14	18	17	72

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.2:1
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	24
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	n/a	n/a	91.5	91.5
Autumn 2004	n/a	n/a	95.2	95.2
Spring 2005	n/a	n/a	95.5	95.5

Percentage of pupils entitled to free school meals	17
Number of pupils excluded during 12 months prior to inspection	5

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005										Number of pupils in Y6		17	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	0	12	47	41	0	
		National	0	0	0	0	0	0	16	46	30	0	
Mathematics	Test/Task	School											
		National											
	Teacher assessment	School	0	0	0	0	0	0	35	29	29	0	
		National	0	0	0	0	0	0	17	46	31	0	
Test/Task	School												
	National												
Science	Teacher assessment	School	0	0	0	0	0	0	18	71	12	0	
		National	0	0	0	0	0	0	11	50	37	0	
	Test/Task	School											
		National											

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	59	In the school	
In Wales	73	In Wales	

- 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
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

The Inspection team included three inspectors who were present for a total of 6 inspection days. A peer assessor joined the team for the duration of the period spent in school. During the inspection:

- Pre-inspection meetings were held with the head teacher, staff, parents and the governing body to discuss the life and work of the school
- 11 questionnaires were examined prior to the inspection
- School policies and documents were examined prior to the inspection
- Discussions were held with the head teacher and subject co-ordinators
- 19 lessons or part lessons were observed
- Pupils were heard to read and discussions were held with them about their work as part of the examination of standards
- Examples of pupils' work were examined in each class
- Attendance registers, pupil records and teachers' planning files were inspected
- Inspectors attended all whole school acts of collective worship
- Post inspection meetings were held with the staff, the governing body and the local education authority.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Tim Boyce Registered Inspector	Key Questions 1, 3, 5 and 6. Mathematics, Art and PE
Denise Shields Lay Inspector	Key Questions 4
Alyson Roberts Team Inspector	Key Questions 2 and 7. English, Welsh second language and music
Morwen Owen Evans	Peer Assessor
Sue Morris	Nominee

The contractor was:

Evenlode Education Ltd
8 Fisher Close
Duxford
Cambridgeshire
CB2 4XU

Acknowledgement

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

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

**Wyesham Junior School
Wyesham Road
Wyesham
Monmouthshire
NP25 3JR**

Summary for Parents

School Number: 679/2269

Date of Inspection: 14–16 November 2005

by

**Tim Boyce
W175/58727**

Date: 16 January 2006

Under Estyn contract number: T/076/05P

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A SUMMARY REPORT FOR PARENTS

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

The inspection of Wyesham Junior School took place between 14 and the 16 of November 2005. An independent team of inspectors, led by Tim Boyce 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Summary

Wyesham Junior School generally provides its pupils with a sound level of education **but has serious weaknesses in aspects of its provision, particularly in the leadership and management of the school.** There has been insufficient improvement since the last inspection when many aspects of the school's provision were judged to be good.

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

Standards

During their time in the school the overall progress of the pupils has some good features in the progress for art but there are shortcomings in the progress made in mathematics. All pupils achieve similar standards irrespective of their gender, or their social, ethnic or linguistic background.

Over the years attainment on entry to the school has been improving as the Infant School has improved its provision and has raised standards of achievement in the core subjects. Whilst standards on entry have been below the national average in the past, they have been broadly average in reading, writing and mathematics for the past three years.

From this broadly average baseline, pupils generally make the expected progress in their knowledge and understanding of most subjects. Progress is good in art, but insufficient progress is made in mathematics. Whilst targets are generally being met in English and science, they are not met in mathematics.

Standards in the subjects inspected are as follows:

Subject	Key Stage 2
Subject 1: English	3
Subject 2: Welsh Second Language	3
Subject 3: Mathematics	4
Subject 4: Art	2
Subject 5: Music	3
Subject 6: Physical Education	3

The progress of pupils with additional learning needs, including those with special educational needs (SEN), has good features that outweigh shortcomings and they effectively develop their knowledge and understanding in most subjects. Pupils generally make good progress when they are withdrawn from classes for focussed support.

All pupils achieve the expected standards in most of their key skills. Good standards outweigh any shortcomings in the development of pupils' communication skills, with the exception of English reading skills, which are good. Pupils achieve the expected standard in their bilingual skills. Good skills in numeracy outweigh any shortcomings, but there are shortcomings in the development of key IT skills.

Good features in pupils' personal and social skills outweigh any shortcomings. Whilst creative skills are good, problem solving skills are suitably developed. Pupils develop a suitable awareness of the culture of Wales.

National test results do not compare favourably when set against Local Education Authority (LEA) and national averages and whilst progress is broadly acceptable at present, there have been significant shortcomings in previous years. In 2004, results were above average for science, but were well below average in English and mathematics. The percentage of pupils that achieved the core subject indicator (at least the expected level 4 in all three core subjects) was also well below the average.

When compared with similar schools (those schools with between 17 and 20 per cent of their pupils entitled to receive free school meals), results in 2004 were in the lowest 25 per cent for English and mathematics and were just above the mid point in science.

In 2005, scores were much higher in English, placing the school in the top twenty five per cent; and they were broadly average for science, but they remained very low in mathematics.

Trends in performance show that standards are significantly below both local and national averages and there is little sign of any sustained improvement. Inspection evidence shows that standards in the current year 6 are broadly average, whilst standards in mathematics remain below average.

Progress is uneven as pupils move through the school, but most pupils fulfil their potential in most subjects. They make good progress in year 3, but progress in most subjects dips in year 4 before slowly recovering in years 5 and 6. The target setting process is not always implemented consistently in all classes and most pupils are not aware of the targets that are set for them, and are not sure how well they are doing.

Most pupils show good attitudes to learning and are keen and enthusiastic about their work. However, when work is not well matched to pupils' abilities or the pace of the lesson is too slow pupils become restless and lose interest. On occasions, a small but significant minority of pupils finds it difficult to co-operate with each other. Pupil's behaviour has good features that outweigh shortcomings, but there is a small minority of pupils who sometimes have difficulty controlling their behaviour. Whilst there were a number of exclusions last year, for persistent poor behaviour, there have been no exclusions this year and there is a calm atmosphere in the school.

When given the opportunity, pupils work well independently but this is patchy across the school, and often teachers do too much for pupils. The oldest pupils carry out the responsibilities provided for them in a mature way. However, the skills for life long learning are not developed systematically across the school and pupils are not sufficiently encouraged to become independent learners. Overall, their skills in these areas are underdeveloped. Attendance rates are above both the national and LEA averages

Progress in pupils' personal, social, moral and wider development has good features that outweigh shortcomings. Moral and social development are good, but there are shortcomings in both the spiritual and cultural development of the pupils.

The quality of education and training

During the inspection the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	26%	53%	11%	5%

The quality of teaching found across the school is generally sound, but there are strengths in the teaching of art and important shortcomings in the teaching of mathematics that result in inadequate progress. Teaching is inconsistent throughout the school.

The quality of assessment and recording has some good features but shortcomings in important areas. The school meets statutory requirements for assessment, recording and reporting. Teachers use assessment to identify pupils' levels of achievement. However, the analysis of pupils' progress and the setting of subsequent targets is underdeveloped throughout the school.

The school provides access to a broad and balanced curriculum and subject policies and schemes of work comply with legal requirements. The range of extra-curricular activities enriches the curriculum and is strength of the school.

Overall, pupils are well looked after and the school gives good attention to their day-to-day care and guidance. Pupils rightly trust teachers to deal with their concerns quickly and effectively. The school has a good pastoral support structure but practice is not always backed up by suitable, written and up-to-date policy documentation. Formal procedures for child protection are not fully in place and not all staff have been appropriately trained to deal with child protection issues. The quality of provision for pupils with additional needs has good features, which outweigh the shortcomings. The school recognises and respects diversity.

The strategic management of the school is ineffective and no clear lead is being provided by the head teacher to implement national and local initiatives effectively. As a result standards of achievement are not as high as they should be. The senior teacher is aware of these shortcomings and has worked tirelessly to try and make good much of the shortfall. Subject managers provide sound leadership in most subjects and this has had a positive impact on teaching and learning.

The governing body is supportive of the school, but because it is not kept properly informed of what is happening, it is unable either to monitor the work of the school or to help set the strategic direction. Since governors are not provided with sufficient high quality data to be able to form a clear picture of the school's situation, they have not able to hold the school to account for its lack of progress over recent years. The governing body was not sufficiently involved in the drawing up of either the school improvement plan or the self-evaluation form.

Governors do not meet all of their statutory requirements with regard to health and safety, child protection and the completion of attendance registers.

Self-evaluation processes in the school are ineffective. Since there is no coherent system of whole school self-review, the leaders and managers of the school do not have a clear understanding of why standards are as they are. The school is not therefore in a secure position to make appropriate plans for improving any shortcomings in the provision.

The quality of the self-evaluation report is of satisfactory quality, but is not sufficiently matched to the particular circumstances that exist in the school and many of the self-evaluation judgements were not consistent with inspection findings. The governing body were not sufficiently involved in the production of this document, which does not provide a suitable vehicle for improvement.

There is a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum and staffing ratios are good when the learning support assistants are included.

In general, the school has an adequate supply of resources. They are of good quality and are accessible to all staff and pupils. There are an adequate number of computers but only one electronic whiteboard for the school that is used by the one class.

Overall the accommodation is adequate for the number of pupils on roll. Two areas are very spacious but the third classroom is too small to allow free movement and space for practical activities. The school makes reasonable use of the resources at its disposal and provides satisfactory value for money.

Recommendations

- R1 Raise standards in core subjects, particularly mathematics;
- R2 Improve the quality of assessment and tracking procedures so that the progress of individual pupils can be monitored as they move through the school and appropriate action, once identified, can be taken;
- R3 Improve the quality of strategic leadership and management so that that required improvements to the school's provision can be made swiftly and effectively;
- R4 Improve the quality of the school's self evaluation processes so that leaders and managers have a clear understanding of the school's strengths and shortcomings and can devise appropriate plans for improvement;
- R5 Ensure that all staff receive appropriate training for child protection;
- R6 Ensure that all statutory requirements are met.

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

Acknowledgement

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